LANGUAGE FOR MEANING

Gaining Skill with Words

McKEE • McCOWEN

STATE OF KANSAS

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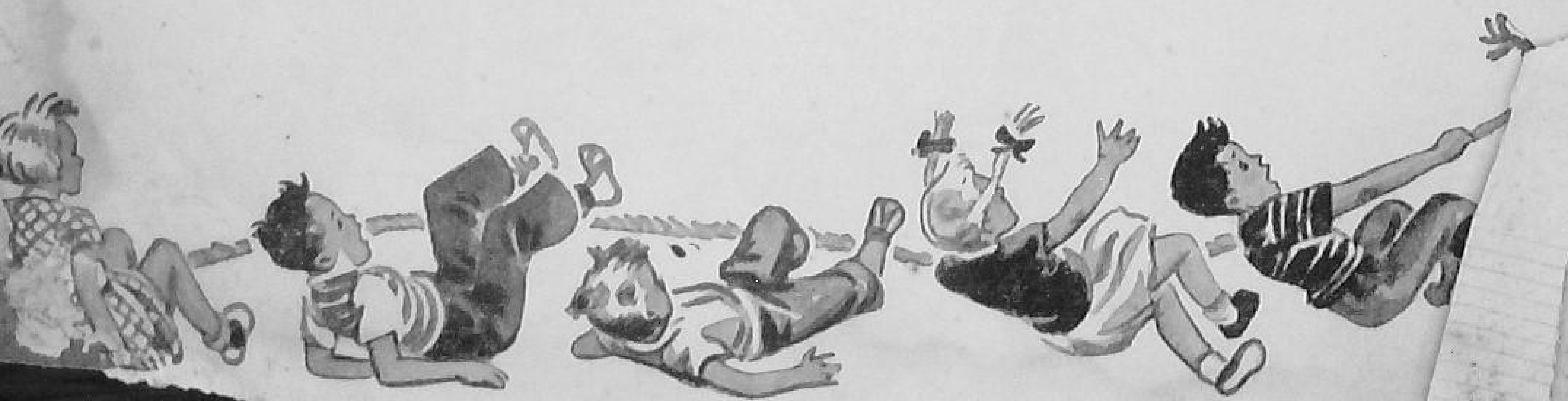

Contents

Unit One · CONVERSATION

Chapter One. Talking with Your Friends . . . 1

1. Taking Part in a Conversation. . . . 1
2. Conversation Is Like a Game . . . 2
3. Things to Tell . . . 4
4. Using What You Have Learned . . . 6

Chapter Two. Speaking Clearly and Correctly in Conversation . 7

1. Pronouncing Words Correctly . . . 7
2. Pronouncing *wh*, *th*, and *ing* in Words . . . 9
3. Using a Pleasant Voice . . . 10
4. Introducing Friends . . . 12
5. Using What You Have Learned . . . 14

Chapter Three. Using Words Correctly . . . 15

1. Review of *Saw*, *Seen*; *Did*, *Done*; *Ran*, *Run*; *Came*, *Come*; *Went*, *Gone* . . . 15
2. Use of *Brought*, *Ate*, and *Eaten* . . . 18
3. Using What You Have Learned . . . 20
4. Words That Tell More Exactly What Is Meant . . . 22
5. Testing Yourself . . . 24

More Practice . . . 25

Unit Two · REPORTS

Chapter Four. Giving Reports 27
1. Making Reports Interesting 27
2. Keeping to the Topic 28
3. Telling Things in the Right Order 30
4. Planning and Writing a Report 32
5. Using What You Have Learned 32

Chapter Five. Using Good Sentences in Reports 34
1. What a Sentence Is 34
2. Keeping Sentences Apart 36
3. Separating Sentences 37
4. Using *Brought*, *Ate*, and *Eaten* Correctly 38
5. Using What You Have Learned 39

Chapter Six. Finding the Meaning of Words 40
1. Ways of Finding Meanings 40
2. Learning to Use the Dictionary 42
3. Using the Dictionary 44
4. Words That Mean about the Same 46
5. Using What You Have Learned 48

More Practice 50

Unit Three · LETTERS

Chapter Seven. Writing Letters to Your Friends 52
1. Letters That Your Friends Enjoy 52
2. Writing a Letter Together 54
3. Placing a Letter on Paper 54
4. Planning a Letter of Your Own 56
5. Using What You Have Learned 57

Chapter Eight. CAPITAL LETTERS AND PUNCTUATION MARKS 57

1. Keeping Letters from Getting Lost 57
2. Two More Parts of a Letter 59
3. A Review of Capital Letters and Punctuation Marks . . . 61
4. Using *Saw, Seen; Did, Done* Correctly 62
5. Using What You Have Learned 62

Chapter Nine. USING WORDS CORRECTLY IN LETTERS 64

1. A Review 64
2. Use of *Is, Are; Was, Were* 64
3. Learning to Write *To, Two, Too; There, Their* Correctly . . 66
4. Words That Have Opposite Meanings 68
5. Using What You Have Learned 70

More Practice 71

UNIT FOUR · STORYTELLING

Chapter Ten. STORIES FOR THE STORY HOUR 73

1. Stories with Surprises in Them 73
2. Telling Stories 75
3. Improving Stories 76
4. Planning Stories for a Story Hour and a Class Book . . . 78
5. Using What You Have Learned 79

Chapter Eleven. USING GOOD SENTENCES IN STORIES 80

1. Making and Using Sentences 80
2. Separating Sentences 82
3. Keeping Sentences Apart 84
4. Using Words Correctly 86
5. Using What You Have Learned 86

. . . . 88

Chapter Twelve. THE USE OF WORDS IN STORIES 88

1. Pronouncing Words Correctly 90
2. Finding the Meaning of Words 92
3. Words That Mean about the Same Thing 93
4. Getting Ready for a Story Hour 93
5. Using What You Have Learned 95

More Practice 95

UNIT FIVE · MORE LETTERS

Chapter Thirteen. WRITING LETTERS THAT YOUR FRIENDS ENJOY . . 97

1. Making a Letter Interesting 97
2. Expressing Your Opinion in a Letter 99
3. Improving Your Letter 100
4. Writing a Letter of Thanks 100
5. Improving a Thank-You Letter 102

Chapter Fourteen. WRITING LETTERS CORRECTLY 103

1. Learning to Punctuate a Series, or List, of Things in a Sentence . 103
2. Learning to Use the Apostrophe 104
3. Using the Apostrophe 106
4. A Test on *Saw, Seen; Did, Done* 107
5. Using What You Have Learned 108

Chapter Fifteen. USING WORDS CORRECTLY IN LETTERS 109

1. A Test on Six Words: *Come, Came; Run, Ran; Went, Gone* . . 109
2. Using *Give, Gave,* and *Given* 110
3. Using *Took* and *Taken* 112
4. Words That Have Nearly the Same Meaning 114
5. Testing Yourself 116

More Practice 117

UNIT SIX · TELEPHONING

Chapter Sixteen. TALKING OVER WIRES 119

1. Using a Telephone to Get Help 119
2. Making Calls for Help 120
3. The Telephone Directory 122
4. Finding Telephone Numbers 124
5. Answering and Making Calls 125

Chapter Seventeen. SENTENCES IN CONVERSATION 126

1. Using Clear Sentences 126
2. Sentences Showing Surprise 127
3. Sentences in Conversation 129
4. Using *Is*, *Are*, *Was*, and *Were* in Sentences 130
5. Using What You Have Learned 130

Chapter Eighteen. USING WORDS CORRECTLY IN CONVERSATION . . . 132

1. Learning to Use *Can* and *May* 132
2. Learning to Use *Let* and *Leave* 134
3. Words Meaning *No* or *Not* 135
4. A Test on Using Words Correctly 136
5. Choosing Words to Express about the Same Meaning . . 138

More Practice 140

UNIT SEVEN · BOOK REPORTS

Chapter Nineteen. TELLING YOUR FRIENDS ABOUT BOOKS AND PICTURES . 142

1. What Book Reports Are 142
2. Getting Ready to Give a Report 144
3. A Book Report Hour 145
4. Planning a Report about a Motion Picture 146
5. Giving Reports about Motion Pictures 147

Chapter Twenty. Capital Letters and Punctuation Marks in Book Reports 148

1. Making a List of Books 148
2. Using the Apostrophe 149
3. Using Words Correctly 150
4. Using Commas in a Series 151
5. Using What You Have Learned 153

Chapter Twenty-One. Good Paragraphs in Reports 154

1. Keeping to the Topic 154
2. Making Two Paragraphs 155
3. Using Words Correctly 158
4. Using What You Have Learned 158
5. Using More Exact Words 160

More Practice 162

Unit Eight · BUSINESS LETTERS

Chapter Twenty-Two. Writing Business Letters 164

1. The Parts of a Business Letter 164
2. Telling All That Is Needed 166
3. Writing Only What Is Needed 167
4. Writing a Business Letter 169
5. Using What You Have Learned 170

Chapter Twenty-Three. Using Words Correctly in Letters . . . 170

1. The Use of *Good* and *Well* 170
2. The Use of *A* and *An* 172
3. Speaking of Yourself and Another Person 174
4. Using What You Have Learned 175
5. A Test on Using Words Correctly 176

Chapter Twenty-Four. CAPITAL LETTERS AND PUNCTUATION MARKS IN BUSINESS LETTERS 177

1. Using Capital Letters 177
2. Using Punctuation Marks 178
3. Words That Have Nearly the Same Meaning 180
4. Reviewing Capital Letters and Punctuation Marks . . . 182
5. Using What You Have Learned 183

More Practice 184

UNIT NINE · DESCRIPTIONS

Chapter Twenty-Five. TELLING HOW THINGS LOOK 186

1. Telling Important Things 186
2. Telling Enough 189
3. Using Exact Words in Descriptions 190
4. Writing a Description 191
5. Using What You Have Learned 192

Chapter Twenty-Six. SPEAKING CLEARLY AND CORRECTLY 192

1. Pronouncing Words Distinctly 192
2. Sounding the Endings and the Beginnings of Words Correctly . 194
3. Using Words Correctly 196
4. Using What You Have Learned 197
5. Pronouncing Each Word Distinctly and Correctly 198

Chapter Twenty-Seven. MAKING GOOD SENTENCES IN REPORTS 199

1. Beginnings for Sentences 199
2. Combining Sentences 201
3. Using Words Correctly 202
4. Using What You Have Learned 204
5. Words That Describe Something 206

More Practice 208

Unit Ten · STORIES AND POEMS

Chapter Twenty-Eight. Writing Good Stories 210

1. Beginning a Story 210
2. Making Stories More Interesting 212
3. Using Quotation Marks 214
4. Writing a Story 217
5. Using What You Have Learned 218

Chapter Twenty-Nine. Making Good Paragraphs in Stories and Reports 218

1. Reviewing Two Things about Paragraphs 218
2. Using Words Correctly 220
3. Beginning a New Paragraph 221
4. Using What You Have Learned 222
5. Other Words to Tell What You Mean 224

More Practice 226

Chapter Thirty. Fun with Poetry 228

1. Using Favorite Poems 228
2. Reading Poems Together 230
3. Writing a Class Poem 231
4. Reading Poems to Each Other 232
5. Writing a Poem of Your Own 232

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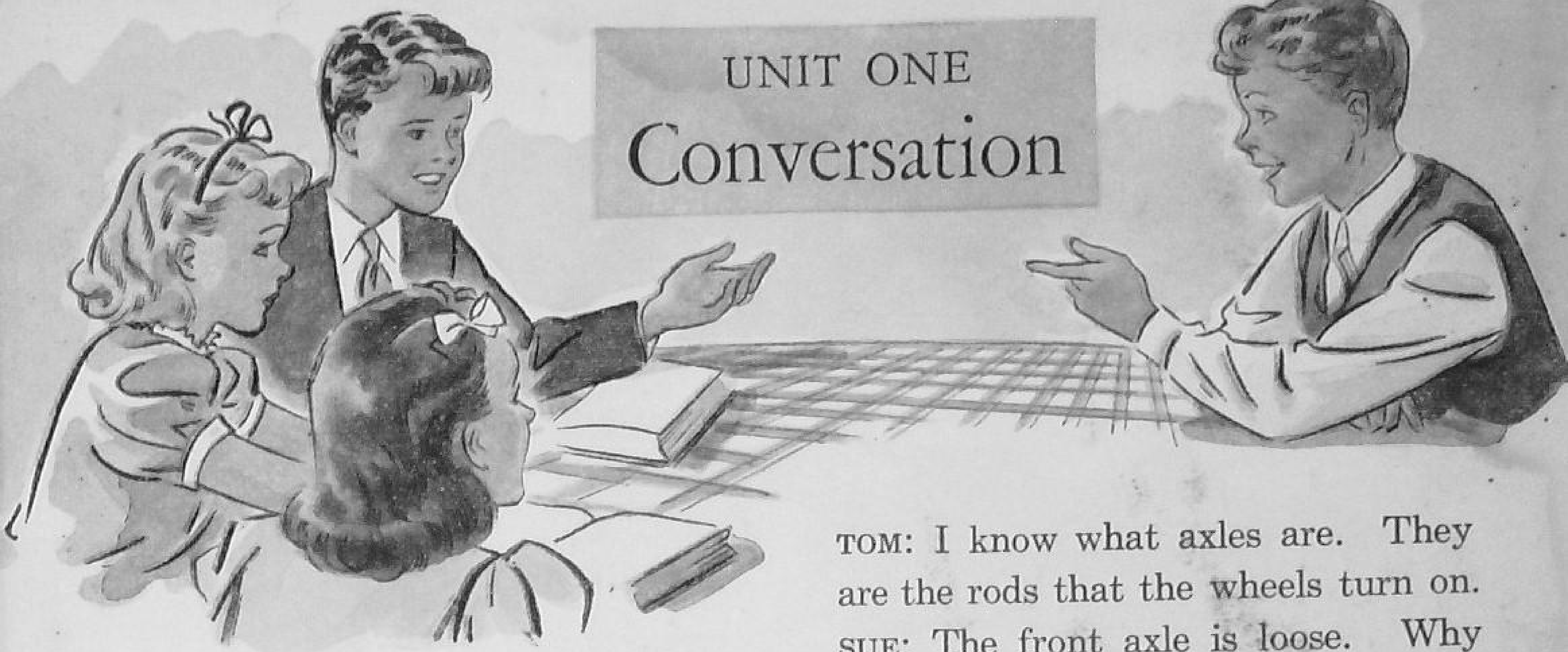


UNIT ONE
Conversation

CHAPTER ONE

Talking with Your Friends

1. Taking Part in a Conversation

To read to yourself

The picture on the opposite page shows some of the things that boys and girls of the Baker School made at home. Joe and his friends are talking about his car.

TOM: Look at Joe's sport roadster!
SUE: Where did you get it, Joe? It's a dandy!
JOE: I made it — Dad and I did.
BOB: I'd make one if I knew where to get the parts for it.
JOE: I'll tell you where I got these. I found the steering wheel and the tin at the junk yard. I bought the boards. The wheels and axles were on my old wagon.
TOM: I know what axles are. They are the rods that the wheels turn on.
SUE: The front axle is loose. Why don't you fasten it tight?
JOE: I couldn't steer the car if that axle didn't turn back and forth.
TOM: Do you use the steering wheel?
JOE: No, it's just for looks. I steer with my feet.
BOB: I wish I had a car like that. How much did it cost you, Joe?
JOE: Just a dollar for everything.
TOM: How fast will it go?
JOE: Oh, it's a racer — downhill. Let's go out and try it, Sue! Tom, you and Bob and Mary may try it when we get back.

Talking together

With your class decide on answers to the following questions:

1. How many boys and girls were looking at Joe's car? How many took part in the conversation? Why is a conversation more fun when everyone takes part in it?

2. Some of the boys and girls asked questions about Joe's car. What else did they do?
3. Did anyone talk long at a time?
4. How is taking part in a conversation different from giving a talk or telling a story?
5. How can a person help others to enjoy conversation?

Getting ready for a conversation

Think of something that you have made or would like to make. These questions will help you:

1. Have you made any of the things shown in the picture on the page opposite page one?
2. Have you made a scrapbook, a toy, or something to work with? If not, what have you made?
3. Was what you made for a birthday present or a gift? Was it something for a pet, a doll, or a playhouse?
4. How did you make it? What did you use? Did you have any trouble in making it?
5. What has a friend of yours made that you would like to make? What questions would you like to ask him about it?

A class conversation

Someone should start the conversation by telling of something that he has made or would like to make.

Take part in the conversation. When you have something to tell or to ask, do it when no one else is talking.

Listen to others. Interesting things that you hear will help you think of something to say.

If someone says something that you do not understand, ask him to explain.

2. Conversation Is Like a Game

To read to yourself

In some ways, taking part in a conversation should be like playing the game called *Hot Ball.*

In this game the players sit or kneel in a circle and bat a soft ball back and forth. The player who starts the game "heats" the ball by holding his hands around it a few seconds. Then he bats it with his hand so that it rolls or bounces across the floor to someone else in the circle. The player to whom the ball comes bats it as quickly as he can to another player. If anyone "burns his fingers" by picking up or holding the ball, he is out of the game.

To start a conversation someone tells something or asks a question. This makes another person think of something to tell or to ask. Then another boy or girl tells what he has

to say. Soonpassing from one to anoth s the ball is passed in pla all.

Rules to read ε by yourself

Here is a li for playing *Hot Ball.* Fa list of rules for convers e 1 for *Hot Ball* and rule *sation* are much alike. C a rule for conversation e each of the other rule *ll*?

HOT CONVERSATION

1. Take . Give every- the ga one a chance to the bal talk. comes tc

2. Think where and how you will bat the ball when it comes to you.	2. Do not talk long at a time.
3. Bat the ball quickly. Do not hold it.	3. Listen to what others say.
4. Watch the other players.	4. Take part when you have a chance. Ask or tell something.
5. Do not bat the ball when it is rolling towards another player.	5. Think of something to tell that others will like to hear.
6. Give everyone a chance to bat.	6. Do not talk when someone else is talking.

Matching rules

On a sheet of paper show which rules are alike by writing their numbers side by side. For example, write *1–4* to show that rule number 1 for *Hot Ball* is like rule number 4 for *Conversation.*

Talking and working together

Listen as someone chosen by the class reads aloud the rules in pairs. Help the class decide which rules belong together.

If you do not understand why a certain rule is put with another, ask someone in the class or your teacher to explain.

With your class decide upon answers to these questions:

1. Why must a game have rules?
2. Why should boys and girls know the rules of any game they try to play?
3. Why is it more fun to play a game when each player follows the rules?
4. Why should everyone know and follow the rules of conversation?
5. Which of the rules for conversation do the class follow well?

3. Things to Tell

To read to yourself

Mary and her friends were talking about clever things that dogs do. Here is part of their conversation:

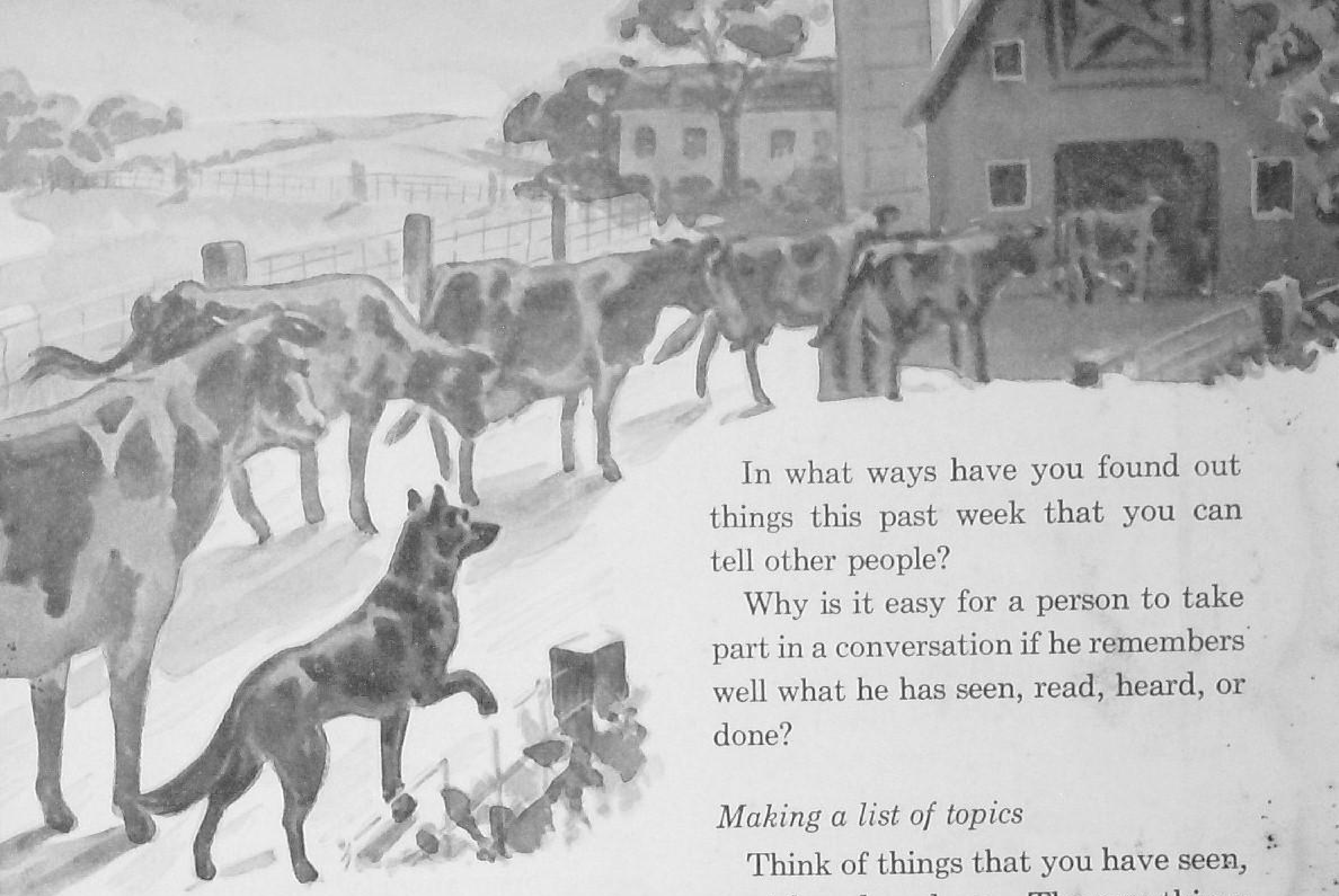
MARY: Did you hear a dog tell his age over the radio last night? When a man asked him how old he was, the dog barked three times.

TOM: Yes, I did. Dogs do other clever things too. I saw a dog wait on a corner for the green light and then lead a blind man across the street.

MARY: That was a Seeing-Eye Dog. I saw one in a newsreel.

BILL: In a movie I saw a large dog lead a puppy home by a rope that was tied to the puppy's collar.

HELEN: Dogs can be trained to take care of other animals. My uncle told me that his dog goes after the cows and brings them back to the barn



SAM: Sometimes dogs help people who are in trouble. I read about a collie that saved a man who was lost in a snowstorm. The dog ran to get help.
TED: It's easy to teach some dogs to do clever things. My brother and I taught our dog to carry packages home from the store.

Questions to think and talk about

How had Mary and her friends found out things about dogs? What had they seen? What had they heard? What had they read? What had they done?

In what ways have you found out things this past week that you can tell other people?

Why is it easy for a person to take part in a conversation if he remembers well what he has seen, read, heard, or done?

Making a list of topics

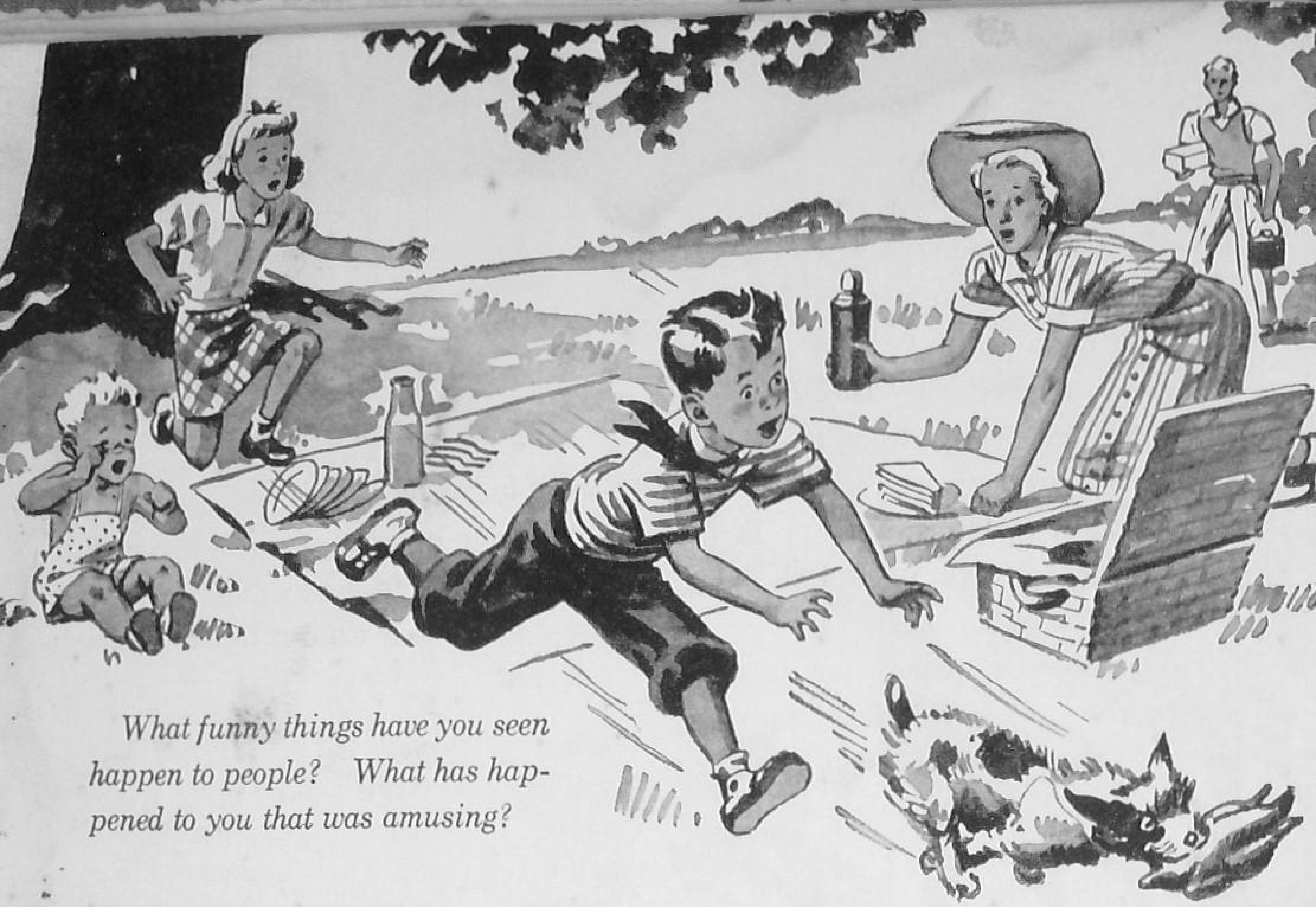
Think of things that you have seen, read, heard, or done. They are things that you can talk about. Such things are called **topics**. Then help your class make a list of topics that they would like to use in their conversations at school.

The list might begin in this way:

TOPICS FOR CONVERSATION

New games to play
What playing fair means
Hobbies
Good radio programs

After the list has been written on the blackboard, make a copy to use in your next lesson and in lessons that come later.



What funny things have you seen happen to people? What has happened to you that was amusing?

4. Using What You Have Learned

Getting ready for a conversation

1. Read to yourself the list of topics that you copied in your last lesson.
2. Think of answers to the questions with the pictures on these pages.

With your class and your teacher choose a topic. Then think of what you would like to tell or to ask about that topic.

A conversation with your class

Talk about the topic chosen by the class. Tell things that you have seen, read, heard, or done. Ask questions when you need to. When you have something to say, say it when no one else is talking.

Talking over the conversation

After the conversation is over, do these things:

1. When you have a chance, tell what interested you most in the conversation and what new ideas you got from it.
2. If you are asked to do so, read aloud the rules for conversation on page 3. Help the class decide which rules they followed well and which rules they need to follow more closely.
3. If you can do so, tell the class one way to make their next conversation better. Help the class put each suggestion into a good sentence for your teacher to write on the board.

Making a record

Copy this title near the top of a sheet of paper: *Improving Our Conversation.* Notice where capital letters are used in it.

Below the title copy the sentences that your teacher wrote on the blackboard. Number them and put a period after each number. Begin each sentence with a capital letter and end it with a period.

Help choose a paper that is neat and correct for the room bulletin board. The class will use it later.

Is it fair to shoot out of turn? Why? Should a player change the rules of the game? Why?

CHAPTER TWO

Speaking Clearly and Correctly in Conversation

1. Pronouncing Words Correctly

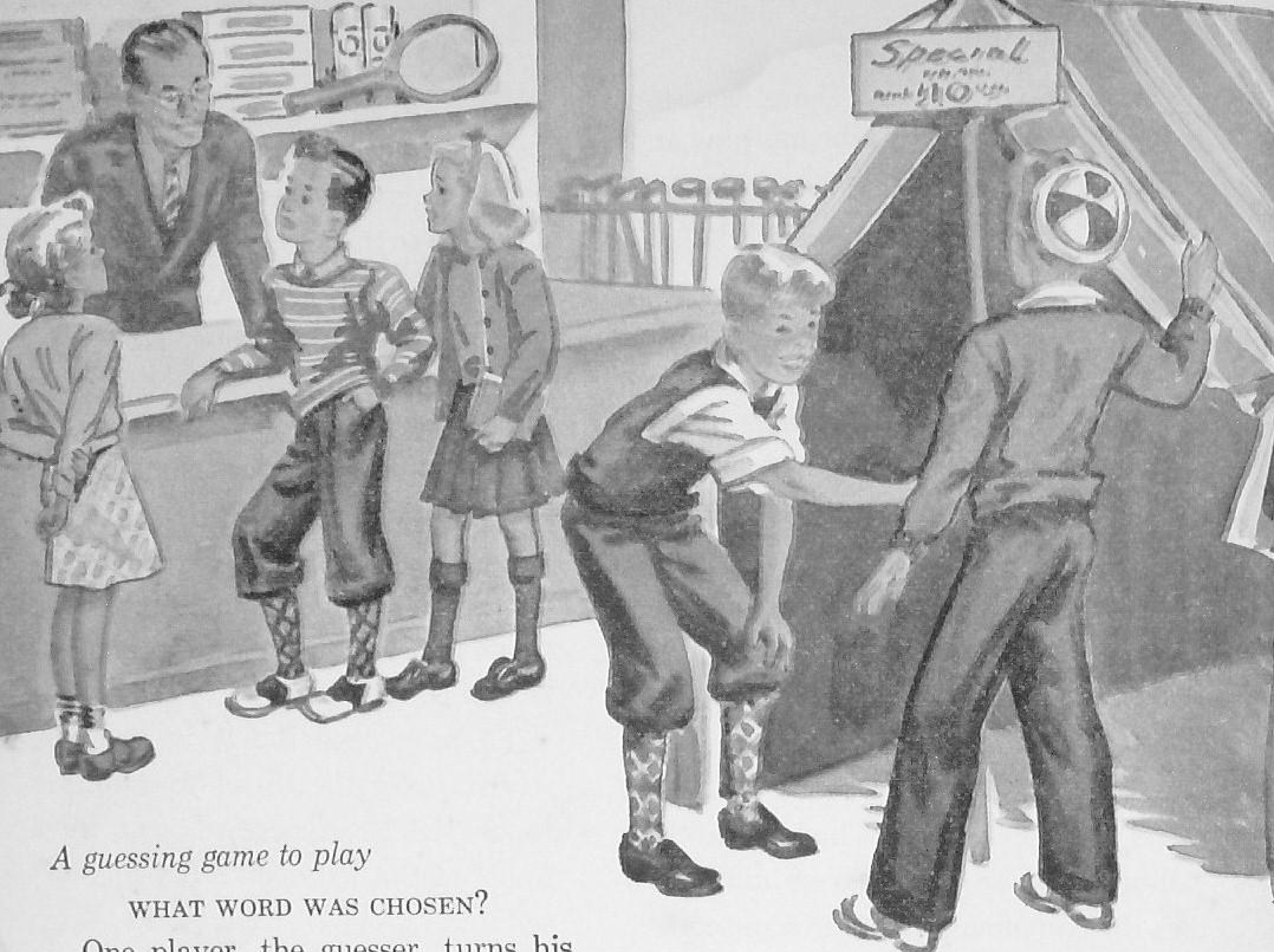
To do by yourself

Do you pronounce correctly each word in the left-hand column below? Pronounce each word softly to yourself now.

When you say,	*make it rhyme with:*	*Do not say:*
again	den	agin
can	ran	ken or kin
catch	patch	ketch
far	car	fur
for	war	fur
get	wet	git
just	rust	jest, jist, or jes'
men	wren	min
pen	den	pin
ten	hen	tin
them	stem	thim, um, em, thum, or dem
then	Ben	den
went	sent	wint
when	den	whin

Reading the list aloud

Take your turn with others in your class in pronouncing each word in the list. If the class tells you of a mistake that you have made, correct it.



A guessing game to play

WHAT WORD WAS CHOSEN?

One player, the guesser, turns his back toward the blackboard. Another player writes on the board one of the fourteen words listed on page 7. The class looks at the word quickly. The writer then says to the guesser, "Guess the word I wrote. It rhymes with . . . ."

The guesser asks, "Was it . . . ?" naming a word in the list. If he does not pronounce the word correctly, the class says, "Try again." If he pronounces the word correctly, someone says, "Yes, it was . . . ," or "No, it was not . . . ." If his guess is wrong, he guesses again. If he fails to guess the right word after pronouncing two different words correctly, he chooses two players to go on with the game.

A conversation to read aloud

With your class, choose boys and girls to read the parts in the following conversation about buying a tent. Be careful to pronounce correctly the words in italics.

BOB: Mr. Brown said the price of the tent was *ten* dollars. *When can* we *get* the tent? I have my share of the money ready.

JIM: Mine is ready too. I *went* to a pet store to *get* a job. The *men* there paid me *for* doing errands and *for* *catching* some of the animals and putting *them* in their *pens* at night.

MARY: I earned my share washing dishes. I did *them* in the morning and *again* at night. I earned *just* twenty cents a day. Jane, how did you *get* your money?

JANE: I earned it doing errands *for* my father. I have *just* a dollar here, but I *can get* the rest.

DICK: I didn't have to go *far* to earn my share. I did it by *catching* toads *for* the *men* next door. They like to have *them* in their garden. The first day I caught *ten* toads *for* the *men*. They told me to come *again*. *Then* two days later I took *them ten* more. They paid me *just ten* cents apiece for *them*.

To give everyone a chance, the class should choose new players and listen as the conversation is read a number of times. Each reader should be asked to correct his mistakes.

2. Pronouncing *wh*, *th*, and *ing* in Words

Testing your pronunciation

Often you hear people who are careless about pronouncing correctly words like *what*, *that*, and *laughing*. They sometimes say *wot* instead of *what*; *dat* instead of *that*; and *laughin'* instead of *laughing*.

To learn to sound *wh* in words correctly, test yourself as the boy in the picture below is doing.

Hold a strip of paper about one inch in front of your lips. Say *hoo* quickly. Repeat it several times, saying it quickly. Notice how the paper moves. Then pucker your lips and say *what*, *which*, *why*, making the *wh* sound like a quick *hoo*. If the paper moves as it did for *hoo*, you are sounding *wh* correctly. If it does not move, or moves only a little, your pronunciation is not correct.

To pronounce the *th* in *that* correctly, make the tip of your tongue touch the lower edge of your front upper teeth. Say *that* softly to yourself.

To pronounce *ing* in *laughing* correctly, you should make it sound just as it does in the word *ring*.

To practice with others

Read aloud each of these lists of words in turn with other boys and girls. When your turn comes, pronounce one *wh* word, one *th* word, and one *ing* word. Anyone who fails to pronounce a word correctly should be asked to say it again.

when	wheel	white	whistle
whip	while	why	whittle
which	whine	whirl	whirring

this	that	them	with
there	these	their	eighth
those	three	then	ninth

playing	catching	hanging
running	staying	singing
going	meeting	laughing

Next, read the following tongue-twister sentences in turn with other boys and girls. Anyone who mispronounces any word printed in italics in a sentence should repeat the sentence at least once.

1. *Why* are Santa Claus' *whiskers white?*
2. *When* a *wheel* is *whirling* fast, it *whirs.*
3. *Where* were you *going when* I was *whistling?*
4. *That* man is *whistling while* he is *whittling.*
5. *Which whip whirred* fastest *while* it *whirled?*
6. Was *wheat* used in *making this white* bread?
7. I *think that these thimbles* and *those thumbs* don't go *together.*
8. *There* were *thirty-three thistles* covered *thickly* with *thorns.*
9. *I think that those threads* are *thicker than* the others.

Making tongue-twisters

Write three tongue-twisters of your own. Put in words that contain *wh*, *th*, and *ing*. Let your teacher see your sentences so that if they are good tongue-twisters, they may be written on the board later and used by the class.

3. Using a Pleasant Voice

Some questions to think about

Any word may be spoken in a high voice, in a low voice, or in a voice between high and low. Think how you would say your own name in each of the three ways. Then think of answers to these questions:

1. Do you usually speak in your high voice, your low voice, or a voice between high and low?
2. Is a low voice the same as a soft voice? Is a high voice always a loud voice?
3. When you speak loud or shout, does your voice go higher or lower than when you speak softly?

A conversation about voices

Talk over the answers to the questions about which you have just been thinking, and also the answers to the questions given here:

1. Without being told, how do you often know who is speaking to you over the telephone? At what other times do you know people by their voices?
2. What people on the radio have pleasant voices?
3. Why should every boy and girl try to use a pleasant voice?
4. No one likes to hear a whining, or nasal, voice. What other kinds of voices are unpleasant?

Which of these words would you use in telling about the kind of voice you would like to have?

clear	harsh	pleasant	friendly
loud	low	husky	whining
high	faint	soft	squeaky
hoarse	sweet	sharp	merry
kind	cross	cheerful	nasal

Testing your voice

First, take your turn in choosing a word from the list above and in saying "Come here" in a voice that shows what the word means. Ask others in the class to guess which word you chose. If they do not guess correctly, try saying, "John, will you close that door?" and let them guess again.

Next, help choose different groups of boys and girls to read aloud, as a play, this conversation from *Alice in Wonderland*.

Everyone in the class should have a chance to read. When your turn comes, try to make your voice express the meaning of your part.

HATTER: Why is a raven like a writing desk?

ALICE: I'm glad you've begun asking riddles. I believe I can guess that.

MARCH HARE: Do you mean that you think you can find out the answer to it?

ALICE: Exactly so.

MARCH HARE: Then you should say what you mean.

ALICE: I do. At least — at least, I mean what I say — that's the same thing you know.

HATTER: Not the same thing a bit! Why, you might just as well say that "I see what I eat" is the same thing as "I eat what I see."

MARCH HARE: You might just as well say that "I like what I get" is the same thing as "I get what I like."

DORMOUSE: You might just as well say that "I breathe when I sleep" is the same thing as "I sleep when I breathe."

HATTER: It *is* the same thing with you. Have you guessed the riddle yet, Alice?

ALICE: No, I give it up. What's the answer?

HATTER: I haven't the slightest idea.

Making a record

Think out answers to these questions:

1. Do I need to use a louder voice in my reading and in my conversation?
2. Do I need to use a softer voice?
3. Do I speak without whining?
4. Do I need to speak more slowly?
5. Do I need to speak faster?

When you have a chance, tell your teacher and your class what you think you can do to make your own voice more pleasant. Perhaps they can help you.

On a sheet of paper write sentences that tell what you can do to make your voice better. Put in the sentences both what your class said and what you have thought out yourself.

Read through your paper to make sure that you have begun each sentence with a capital letter and have put a period at the end.

Save your paper so that you can read it now and then to help you improve your voice.

4. Introducing Friends

Reading to yourself

One day Bill brought his cousin, Mary Lou, to school. She did not know any of the boys and girls. Bill needed to introduce them to her and her to them so that all could have a good time talking together.

The sentences below the pictures on page 13 tell what was said when Bill introduced Mary Lou to different people. Read the sentences. Then think of answers to these questions:

1. When Bill introduced Mary Lou and Bob to each other, did he introduce Bob to Mary Lou or Mary Lou to Bob first? How can you tell?
2. When Bill introduced Mary Lou and Miss Blake to each other, did he introduce Miss Blake to Mary Lou or Mary Lou to Miss Blake first?
3. What did Bill say about Mary Lou each time he introduced her?
4. What did Bill tell about Bob and Sally when he introduced them?

Talking together

1. At what times may boys and girls need to introduce a boy or a girl and another person to each other? Who might the other person be?
2. When you introduce a boy and a girl to each other, why should you introduce the boy to the girl first?
3. When you introduce a boy or a girl and an older person to each other, why should you introduce the boy or the girl to the older person first?
4. When you introduce two girls to each other, which girl should you introduce first? When you introduce two boys to each other, which boy should you introduce first?

BILL: *Mary Lou, this is Bob Smith. He is the best runner in school. Bob, this is my cousin, Mary Lou Watson.*
MARY LOU: *How do you do, Bob?*
BOB: *How do you do, Mary Lou?*

BILL: *Mary Lou, this is Sally Phelps. She won the marble championship this spring. Sally, this is my cousin, Mary Lou Watson.*
MARY LOU: *How do you do, Sally?*
SALLY: *How do you do, Mary Lou?*

BILL: *Miss Blake, this is my cousin, Mary Lou Watson. Mary Lou, this is Miss Blake, our teacher.*
MISS BLAKE: *How do you do, Mary Lou?*
MARY LOU: *How do you do, Miss Blake?*

BILL: *Boys and girls, this is my cousin, Mary Lou Watson. She is going to visit us today.*
CLASS: *How do you do, Mary Lou?*
MARY LOU: *How do you do?*

5. What should you say to a person to whom you are introduced?

6. When you introduce two people to each other, why is it a good plan to tell each one something about the other?

7. Think of a boy (or a girl) in your class. What could you tell about him when you introduce him to your mother?

Planning introductions

The class should choose boys and girls to dramatize, or act out, these introductions:

1. Two boys to each other
2. Two girls to each other
3. A boy and a girl to each other
4. A boy, or a girl, and a woman to each other
5. A boy, or a girl, and a man to each other

If you are chosen to take part in acting out one of the introductions, think what you will say.

Making introductions

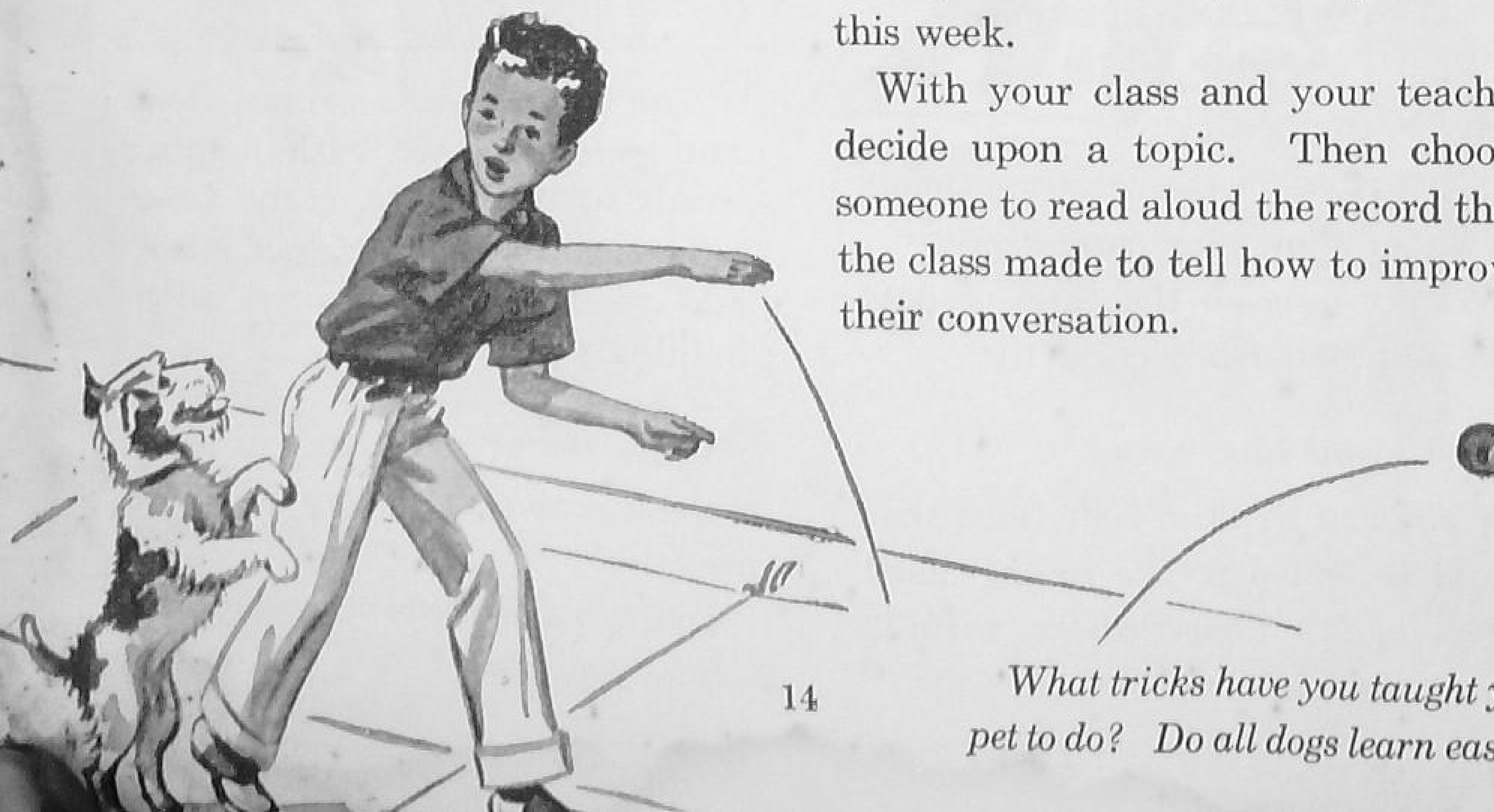
Help your class give the introductions now. When you take part, speak clearly and correctly. While other introductions are being given, watch and listen carefully to see whether each one is made in a good way. Tell how to improve an introduction if you are asked to do so.

5. Using What you Have Learned

Getting ready for a conversation

Think of something that you would like to have your class talk about now. To help you, use the list of topics that you made. Use also the questions below the pictures on pages 14 and 15. Think, too, of interesting things that you have seen, heard, or done this week.

With your class and your teacher decide upon a topic. Then choose someone to read aloud the record that the class made to tell how to improve their conversation.



What tricks have you taught your pet to do? Do all dogs learn easily?

If you find a pocketbook, should you keep it? What would be the best thing to do?

Talking together

With others in your class talk about the topic that was chosen. Follow the rules for conversation. Remember, too, to use a pleasant voice in speaking and to pronounce your words correctly.

Checking your conversation

After the conversation help the class to answer these questions:

1. What new things did you learn from the conversation?
2. What rules for conversation should the class follow more carefully?
3. What words do the class need to practice pronouncing correctly?

Improving the class record

If you can think of something that should be added to the record called *Improving Our Conversations*, write it in a sentence.

When you are asked to do so, read your sentence. Help the class decide which sentences should be added to the record.

CHAPTER THREE

Using Words Correctly

1. Review of *Saw, Seen; Did, Done; Ran, Run; Came, Come; Went, Gone*

To read to yourself

> **The words *seen, done, run, come,* and *gone* are used with helping words such as *has, had,* and *have.***
>
> **The words *saw, did, ran, came,* and *went* are never used with helping words.**

Notice the words printed in italics in these sentences. They are used correctly:

1. Tom *saw* the circus yesterday.
2. *Have* you *seen* it?

3. I *have done* my work.
4. I *did* it before school.
5. Betty's pony *has run* away.
6. He *ran* down the street.
7. *Has* someone *come*?
8. A girl just *came* to the door.
9. Her little brother *has gone* somewhere.
10. He *went* away an hour ago.

Talking together

Help your class decide which word should be used in each blank space in these sentences. Be sure that you understand why each word is chosen. Ask for help if you need it.

I ____1____ Tom today. I hadn't ____2____ him for a week. (saw, seen)

Have you ____3____ your problems? I ____4____ mine last night. (did, done)

A circus has ____5____ to town. It ____6____ last night. (came, come)

Have you ever ____7____ to a circus? We ____8____ to one last year. (went, gone)

Six horses ____9____ a race. They ____10____ faster than I have ever ____11____. (ran, run)

To read and study

Decide for yourself which word to use for each blank in these sentences.

Choose SAW *or* SEEN:

Have you ever ____1____ a fight between a kangaroo and a clown? I ____2____ one at the circus last night.

The kangaroo ducked whenever he ____3____ that he would be hit. When the clown smiled at a girl that he ____4____, the kangaroo ____5____ his chance. He knocked the clown down. I have never ____6____ anything so funny!

Choose COME *or* CAME:

We saw the parade as it _7_ into the big tent. The big lions _8_ first. Then _9_ the tigers. The biggest elephant had _10_ from Africa. The smallest one had _11_ from India.

Choose DID *or* DONE:

All the animals _12_ clever tricks. A bear _13_ a funny dance that he had _14_ only twice before. A pony bowed after he had _15_ his act. When everyone cheered, he _16_ it again.

Choose RUN *or* RAN:

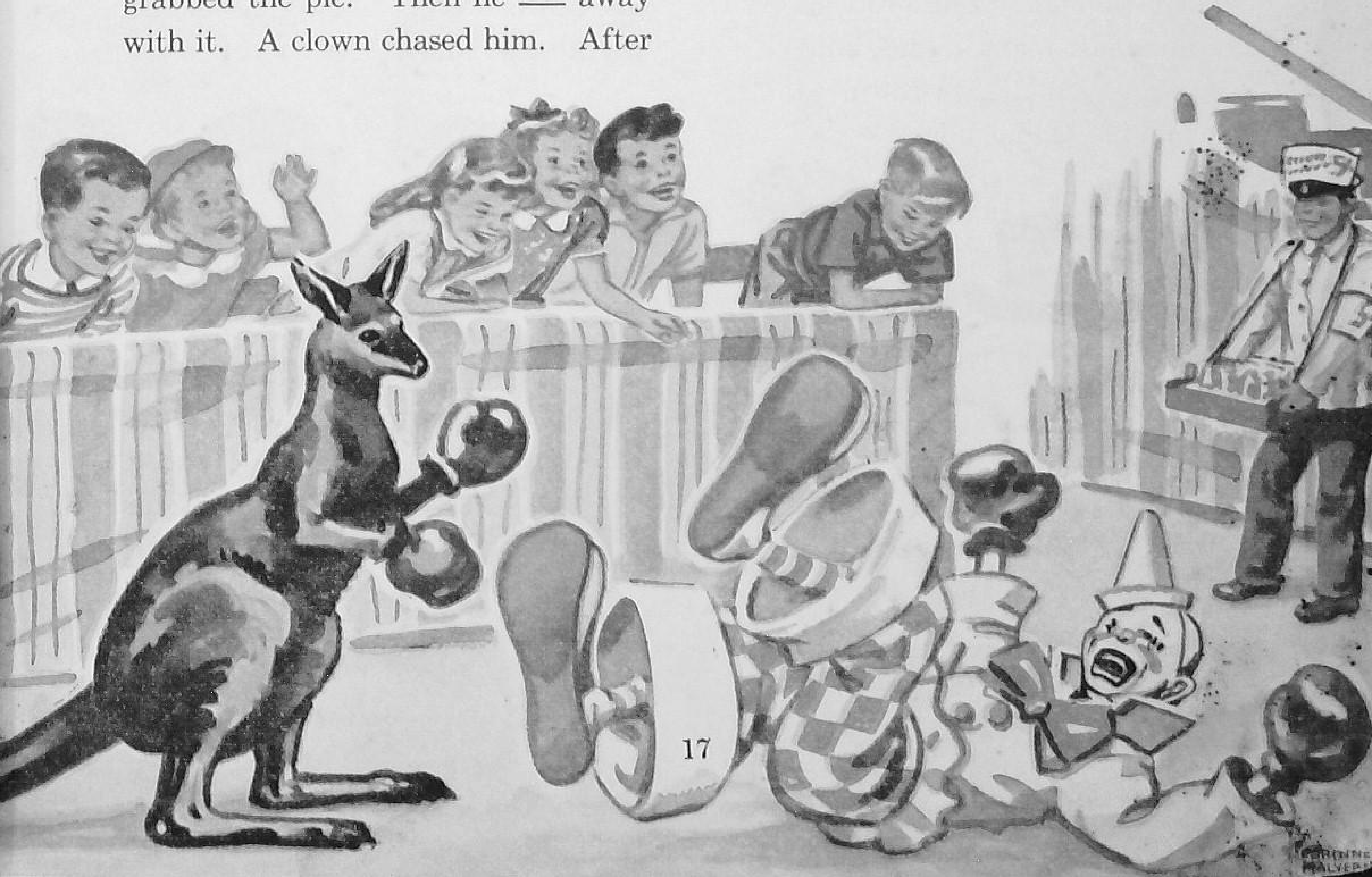
A dog and a monkey _17_ a race for a meat pie. Before the dog had _18_ far, the monkey _19_ ahead and grabbed the pie. Then he _20_ away with it. A clown chased him. After the monkey had _21_ for a long time, he _22_ to a chair and put the pie on it. The clown was tired and sat down on the pie. Then the dog, the monkey, and the clown _23_ out together.

Choose WENT *or* GONE:

After the circus we _24_ to the tent where the animals were kept. They had _25_ to their cages. Before long the whole circus _26_ away.

A test to write

Write the numbers from 1 through 26 on a sheet of paper. After each number write the word that should be used in the blank that has the same number.



Check your paper as your teacher reads aloud the correct words for the blank spaces. Put a cross (X) after each word that you had wrong. If you made a mistake in using a word, read again on page 15 how to use that word. Correct your mistake. Then write three sentences of your own in which you use the word correctly.

2. Use of *Brought*, *Ate*, and *Eaten*

To read and think over

> The word *brought* is used with or without a helping word.

It is correct to say:

1. I *have brought* my skates to school.

It is also correct to say:

2. I *brought* my skates to school.

The words *brung, brang,* and *bringed* should never be used.

> The word *eaten* is used with a helping word such as *has, have,* or *had.* *Ate* is used without a helping word.

It is correct to say:

1. I *have eaten* my breakfast.
2. *Have you* eaten your breakfast?
3. I *ate* eggs and cereal.

Never use *et* for ate or eaten.

Using brought correctly

Think of questions like this:

What did the Boy Scout bring?

Use the pictures on these two pages to help you. When you have a chance, give your question and ask someone to answer it. He should answer your question and then ask a question for someone else to answer. The following is the way the questions and answers should go:

JEAN: Tom, what did the policeman bring?
TOM: The policeman brought a little boy who was lost. Mary, what did the postman bring?
MARY: The postman brought some letters. John, what did the sailor bring?

If anyone says *brung, brang,* or *bringed,* he is given a second question by the person who called on him.

Using ate and eaten correctly

Think whether *ate* or *eaten* is the right word for each blank in this conversation:

HELEN: Duke has _1_ so much corn and hay this morning that he isn't hungry now.
JIM: Yesterday my puppy _2_ chicken bones. They made him sick.
RUTH: Has he _3_ more of them since then?
JIM: No, but he has _4_ lots of other things.
DICK: The white rats _5_ lettuce and crackers this morning. They must have _6_ some cheese too.
RUTH: The doctor says that my kitten has _7_ too much fish. It has not _8_ enough other raw meat.
SUE: Hasn't it _9_ other meat at all? Our cat has _10_ beef every time he could get it.
RUTH: The kitten _11_ a little raw meat when we first got her. Since then she has _12_ more fish than anything else. She has _13_ raw eggs too.
BOB: My tadpoles _14_ all the food that I gave them this morning.
SUE: My ducks _15_ sand with their food yesterday. They have _16_ it before. It is good for them. They _17_ bread too.

If you are chosen by your class, read aloud one of the parts in the conversation while other boys and girls read the other parts.

Anyone who does not use *ate* or *eaten* correctly should be asked to read his part again.

Something to do by yourself

Write three sentences about things you see in the pictures. Show that you can use the word *brought* correctly.

Write three sentences using *ate* and three using *eaten*. If you wish, you may write about food that can be described with one or more words like these:

sweet	raw	ripe	juicy
sour	fresh	bitter	sticky

3. Using What You Have Learned

Reading a conversation aloud

With your class choose boys and girls to read this conversation, each taking a part. The readers must be careful to use the right word in each blank.

OVER THE WEEK END

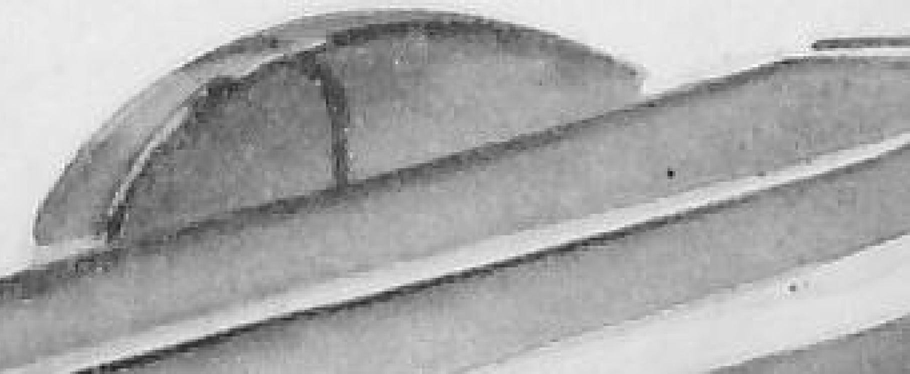
JOHN: I had a good time over the week end. My father took me fishing. We went to a place we had never ___1___ (went, gone) to before.

TOM: I had a good time too. Some cousins ___2___ (came, come) to see us. We went to the zoo.

MARY: I like to watch the monkeys. I have ___3___ (saw, seen) them do funny tricks. What did you see, Tom?

TOM: I watched the elephants. I ___4___ (saw, seen) them throwing wet mud over themselves. They were trying to get cool.

What have you seen or done on a week-end trip?



BETTY: Our family went on a picnic. We asked my uncle to bring ice cream. He __5__ (bring, brought) a watermelon instead.

PETER: I like watermelon. I have __6__ (ate, eaten) nearly a quarter of a melon at a time. I __7__ (eat, ate) that much yesterday.

FRANK: I had fun on the playground. I __8__ (ran, run) in two of the races. I __9__ (did, done) better than I ever had __10__ (did, done) before.

After one group has read the conversation, another group should be chosen to read it. Anyone who makes a mistake should be asked to read his part again.

Writing sentences

Write seven sentences to show how you would use the following words. In each sentence use one word of each pair given here:

went	gone	ran	run
came	come	ate	eaten
saw	seen	brought	brought
did	done		

Look at the pictures on these pages to help you think of something to write.

Next, check your paper to see: (1) whether you have used all the words correctly; (2) whether you have begun each sentence with a capital letter; and (3) whether you have used a period at the end of each sentence that tells something, and a question mark at the end of each question.

After you have checked your paper, hand it to your teacher.

What fun have you had eating lunch at school?

4. Words That Tell More Exactly What Is Meant

To read and think over

For each word in *italics* (slanting letters) in the following conversation, find in the list a word or a group of words that tells more exactly what happened or what is meant.

Find word number (1) in the conversation. Look in group 1 at the right for a word to use in place of word number (1). For word number (2), look in group 2, and so on.

Use the picture to help you.

SHARP CLAWS

"Susan isn't a quarrelsome cat. How did she happen to scratch you, Mary?" Mrs. Wade inquired as she was (1) *putting* a bandage around Mary's (2) *bad* finger.

"I was holding her when she wanted to get away, Mother," (3) *said* Mary. "I (4) *guess* that I must have squeezed her too hard, for (5) *then* she yowled and struck at me with her paw. Her sharp claw (6) *made* a gash in my finger. I knew I should have the wound (7) *fixed* at once, so I came in."

"Were you angry at Susan?" Mary's mother (8) *said.*

"At first I was," Mary (9) *said.* "Then I knew that she wasn't to blame. She is a (10) *nice* cat, but I was hurting her."

Writing the words chosen

Write the words you chose. Number each word to show where it belongs.

1. sticking, tacking, winding, pasting
2. torn, mashed, bruised, broken
3. begged, laughed, explained, inquired
4. doubt, think, hope, wonder
5. slowly, suddenly, sometime, after a while
6. rubbed, wore, tore, knocked
7. painted, darned, cleaned and dressed, mended
8. proposed, believed, asked, declared
9. considered, confessed, concluded, contained
10. crazy, friendly, lazy, slow

Talking together

Listen as someone chosen by the class reads the words he selected.

Help the class decide whether he chose the right word for each group. Help decide also why other words in the group do not fit the story.

In each line below find the word most like the first word in meaning.

inquire	say	tell	ask	remark
propose	question	refuse	suggest	
wish	know	believe	desire	
contains	fills	holds	makes	
mashed	bent	crushed	twisted	
crazy	funny	strange	mad	

Armstrong Roberts

FIRST AID

Thinking about the picture

Mary has been playing with Susan, her pet cat. What do you suppose happened? What may cause pets to injure people?

5. Testing Yourself

To read and do by yourself

Think which word should be used in each blank in these sentences.

Use WENT *or* GONE:

I __1__ to see a picture yesterday. After I had __2__, Mary told Mother that she would have __3__ with me. We have often __4__ together.

Use SAW *or* SEEN:

I __5__ one of those Terrible Turkey comedies. Have you ever __6__ one? Jane said she __7__ two of them last summer. I had never __8__ one until yesterday.

Use DID *or* DONE:

Terrible Turkey __9__ everything he should not have __10__. He __11__ things that made people chase him. He __12__ things that he had not __13__ before.

Use ATE *or* EATEN:

Terrible Turkey was hungry. That morning he had __14__ no breakfast. He __15__ no lunch. In fact, he had not __16__ for two days. Now he could have __17__ almost anything.

Use COME *or* CAME:

He __18__ into a food store. The man said, "Why have you __19__ here? You should not have __20__. Until you __21__, only ladies and gentlemen __22__ into my store."

Use RAN *or* RUN:

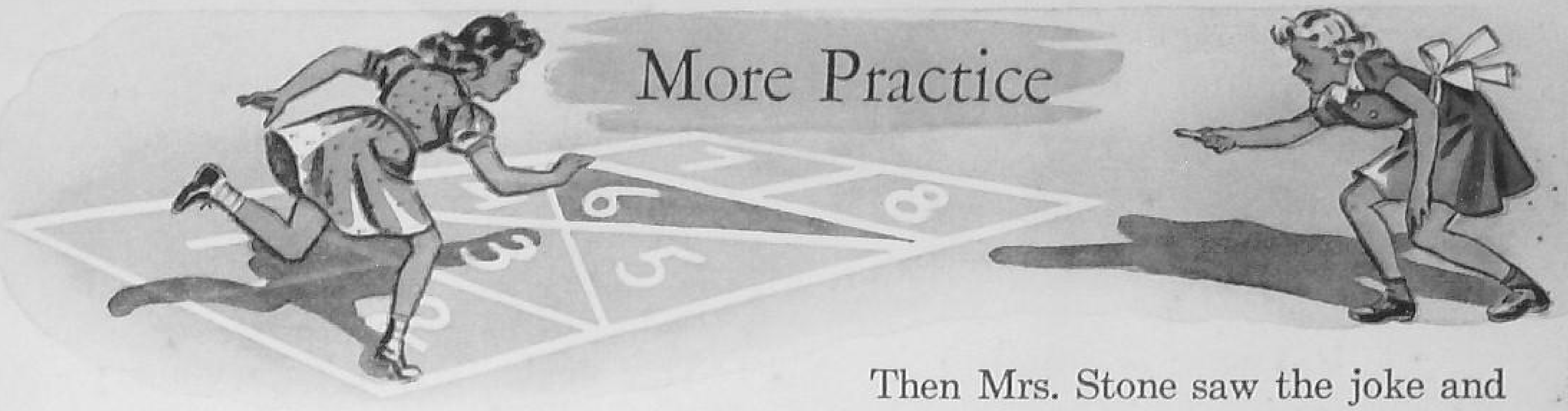
That made Terrible Turkey angry. He upset barrels of potatoes, turnips, and carrots. They __23__ all over the place. He opened the molasses barrel, and the sticky stuff __24__ over the floor. Then he __25__ out the door as fast as he could. The man __26__ after him. They __27__ past corner after corner until Terrible Turkey could have __28__ no farther. Quickly he __29__ through a doorway. Too late he found he had __30__ into the police station! That was the last we saw of Terrible Turkey.

Write the numbers 1 through 30 on a sheet of paper. After each number, write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud.

To do by yourself

If you made a mistake in the test, read again on pages 15 and 16 or on page 18 how to use the word you missed. Then work out the exercise on page 25.



More Practice

I

Choosing correct words

As you read this story, choose the correct word for each blank:

"Mother, have you ever __1__ (saw, seen) a witch?" Margaret asked.

"No one ever __2__ (saw, seen) a witch," replied her mother.

"I have __3__ (saw, seen) pictures of witches," Margaret said. "They are old women. They wear black clothes and ride broomsticks."

A few minutes later Grandma Stone __4__ (come, came) down the street. She was wearing a black dress and carrying a stick. What do you suppose Margaret __5__ (did, done) when she __6__ (saw, seen) her? She __7__ (run, ran) into the house calling, "A witch has just __8__ (went, gone) by!"

Margaret had hardly __9__ (went, gone) through the door when Mrs. Stone __10__ (come, came) up the steps. "What have I __11__ (did, done) to scare Margaret so?" Mrs. Stone asked. "She looked at me and __12__ (run, ran) away screaming something about a witch."

"You haven't __13__ (did, done) anything," said Margaret's mother.

Then Mrs. Stone saw the joke and laughed. "I am dressed like a witch, Margaret," Mrs. Stone said, "but I do not ride a broomstick. I have __14__ (come, came) to see you and I have brought you some candy."

Margaret was so ashamed of what she had __15__ (did, done) that she __16__ (run, ran) behind the door to hide.

When she __17__ (saw, seen) that the others had __18__ (eat, ate, eaten) part of the candy, she __19__ (come, came) out sheepishly and __20__ (eat, ate, eaten) her share. After she had __21__ (did, done) that, she __22__ (went, gone) to Mrs. Stone and thanked her. Never since then has Margaret __23__ (saw, seen) a witch.

Writing the words and correcting them

Number a paper from 1 through 23. After each number write the word that you chose for the blank having the same number.

In correcting your paper make sure that you chose *seen*, *come*, *done*, *run*, *gone*, and *eaten* to use with *have*, *has*, or *had*.

Make sure, too, that you chose one of these words to use without a helping word: *saw*, *came*, *did*, *ran*, *went*, *ate*.

More Practice

II

To read and think about

To help a person in his conversation, you might give him this rule: *Tell things that others like to hear.*

Think how to give a rule for doing each of these things. Try to make each statement clear.

1. Being polite when he speaks
2. Being polite when others are speaking
3. Helping others take part in a conversation
4. Using his voice well
5. Pronouncing correctly words like *laughing*, *going*, and *seeing*
6. Pronouncing correctly words like *white* and *why*
7. Using *seen*, *done*, and *come* correctly
8. Using *saw*, *did*, and *came* correctly
9. Using *run*, *gone*, and *eaten* correctly
10. Using *ran*, *went*, and *ate* correctly

Writing the rules

Take a sheet of paper and write the rules that you thought out. Then number them. Be careful to make each rule clear in meaning. Be careful also to use capital letters and periods where they are needed.

Checking your paper

Use the following questions in checking your paper:

1. Does each rule say what you meant it to say?
2. Is each rule clear in meaning?
3. Does each sentence begin with a capital letter?
4. Is there a period after each number?
5. Is there a period after each statement?

Using your rules

Read your paper again. Draw a line under each rule that you need to follow more closely. Try to use these rules in your conversations.

UNIT TWO
Reports

CHAPTER FOUR

Giving Reports

1. Making Reports Interesting

To read to yourself

The boys and girls in Miss Blake's room were talking about reports that might interest the class.

"I can tell what we did to have fun at a party," said Anne.

"Let's ask Sam to tell what happened at his farm during the storm last week," suggested Jack.

"I'll tell how I made a toy airplane," Dick offered. "It's a dandy. I'll show it to the class."

"I can explain how tomatoes are canned," said Ruth. "Mother and I visited a canning factory last summer."

"Those topics are interesting," said Miss Blake. "What care should you take in choosing a topic for a report?"

"Each of us should choose a topic that the class would like to hear about," Tom replied promptly.

"I don't like to report on a topic that I am not really interested in," said Betty. "I want to know something about it too. I am sure that listening to someone try to talk about things that he doesn't know very well isn't any fun."

"That's right," said Dick. "I think, too, that everyone should tell enough in his report to make it interesting."

Thinking about reports

Here is Anne's report about a party. Did she tell enough to make it interesting?

MY COUSIN'S PARTY

Last Saturday I went to a party at my cousin's house. Fifteen boys and girls were there. We had lots of fun. We ate ice cream and cake. It was six o'clock when I got home.

What other things might Anne have told to make her report more interesting to you? Would you like to know what the boys and girls did at the party and what things were the most fun? Would you like to know what games they played and what prizes or favors they won? Think of other questions that might be asked.

When Sam gave this report about the storm, he did not tell enough to make his report interesting.

A STORM

There was a bad storm at our farm yesterday. It rained hard. The lightning struck the barn. The barnyard was covered with water. I was scared.

The pictures on page 29 show things that happened at Sam's farm. What do they show that Sam could have told to make his report more interesting?

Improving and giving Sam's report

Think of questions that you would ask Sam about the storm if you were trying to get him to tell you about it. Then think of sentences that answer the questions. Put the answers into your report.

If you are asked to do so, give the report as you improved it. The class should tell whether or not you made the report more interesting than Sam's.

To talk over with the class

1. Tom and Betty told three things to remember in choosing a topic for a report. What were they?
2. In giving a report why should you be sure to tell enough about the topic that you chose?
3. What can you do to help you think of enough things to tell about a topic?

Writing sentences about making reports

On a sheet of paper write the title *How to Make Reports Interesting.* Below the title write three or four sentences telling what you have learned in the lesson about making reports interesting.

2. Keeping to the Topic

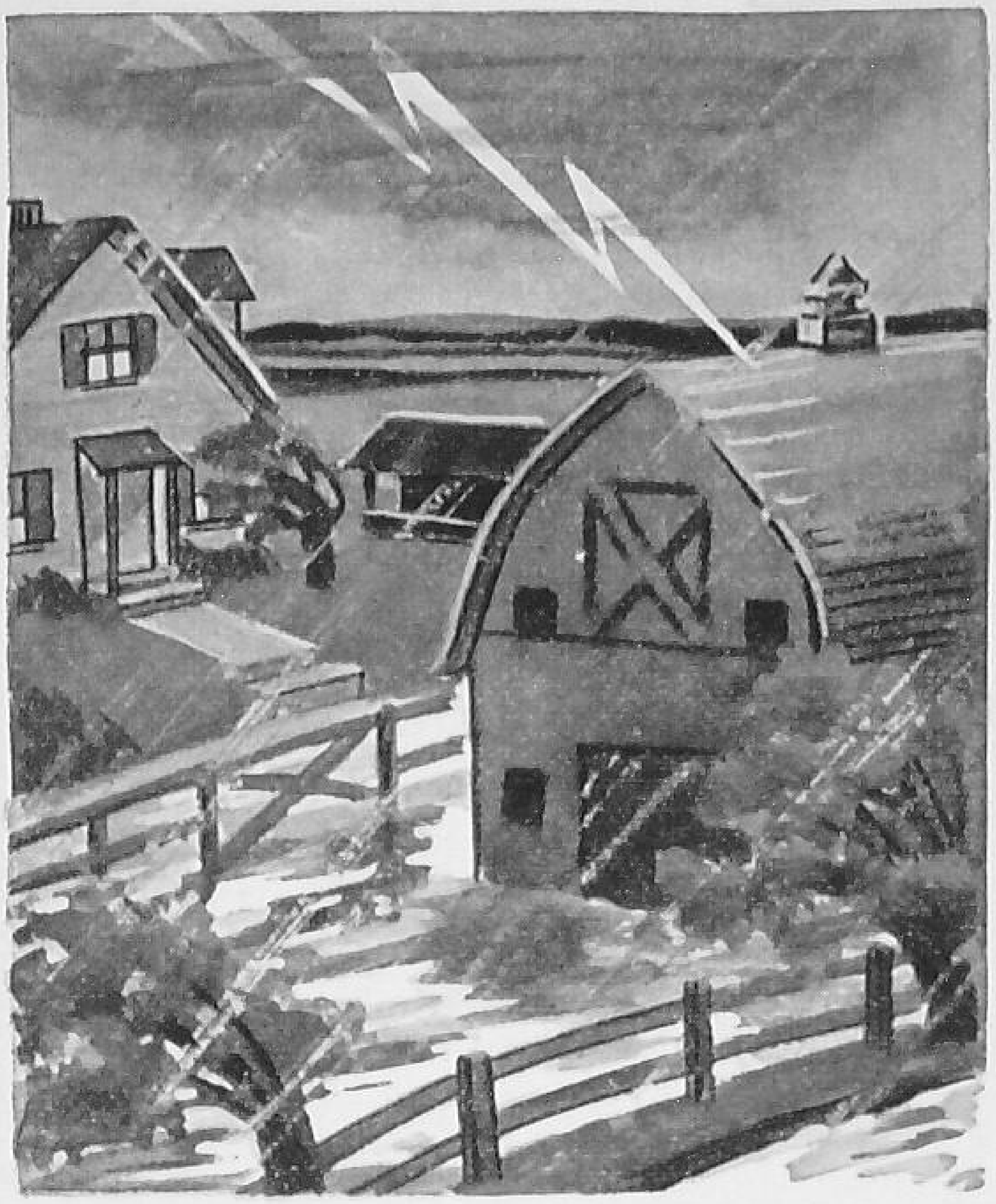
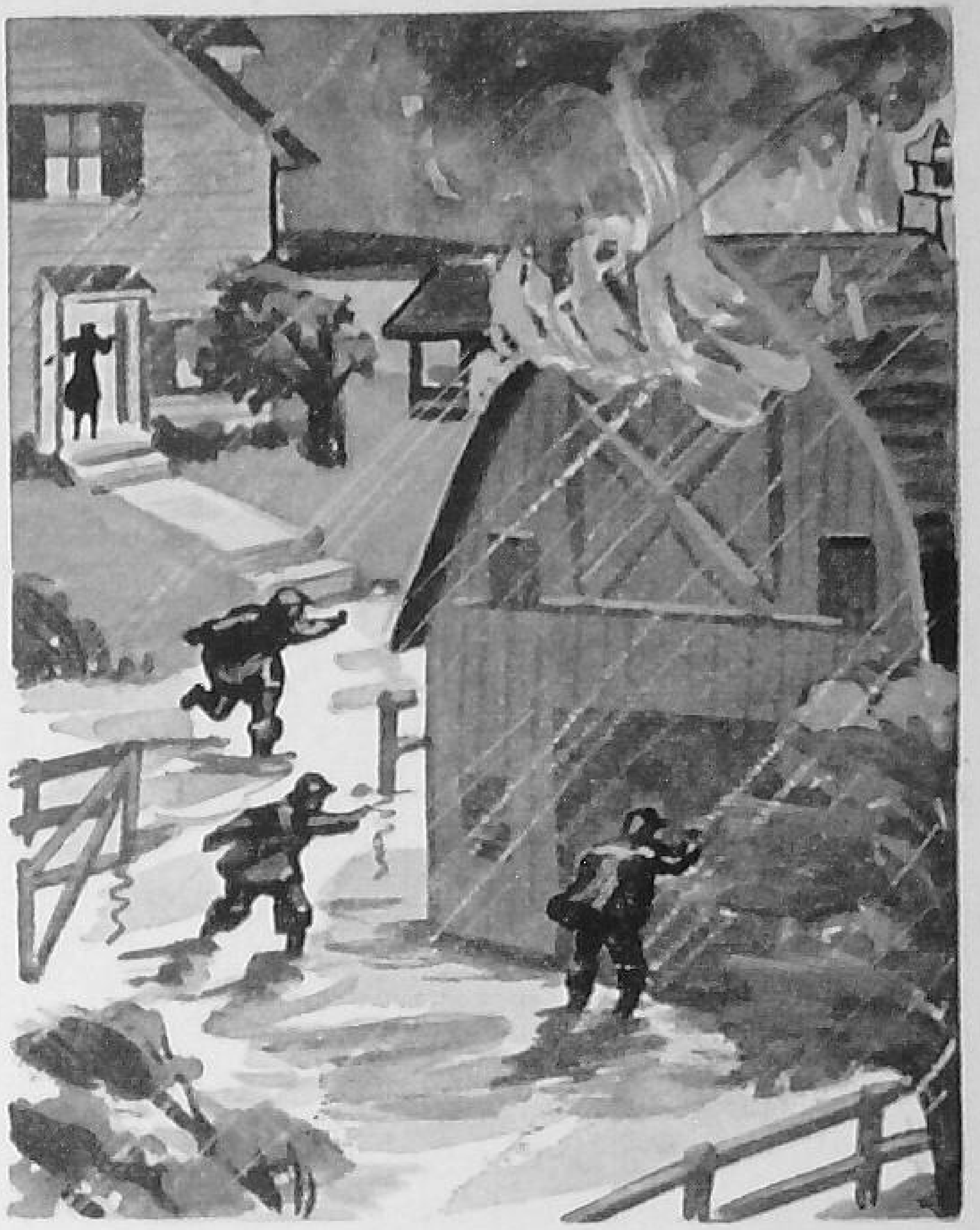
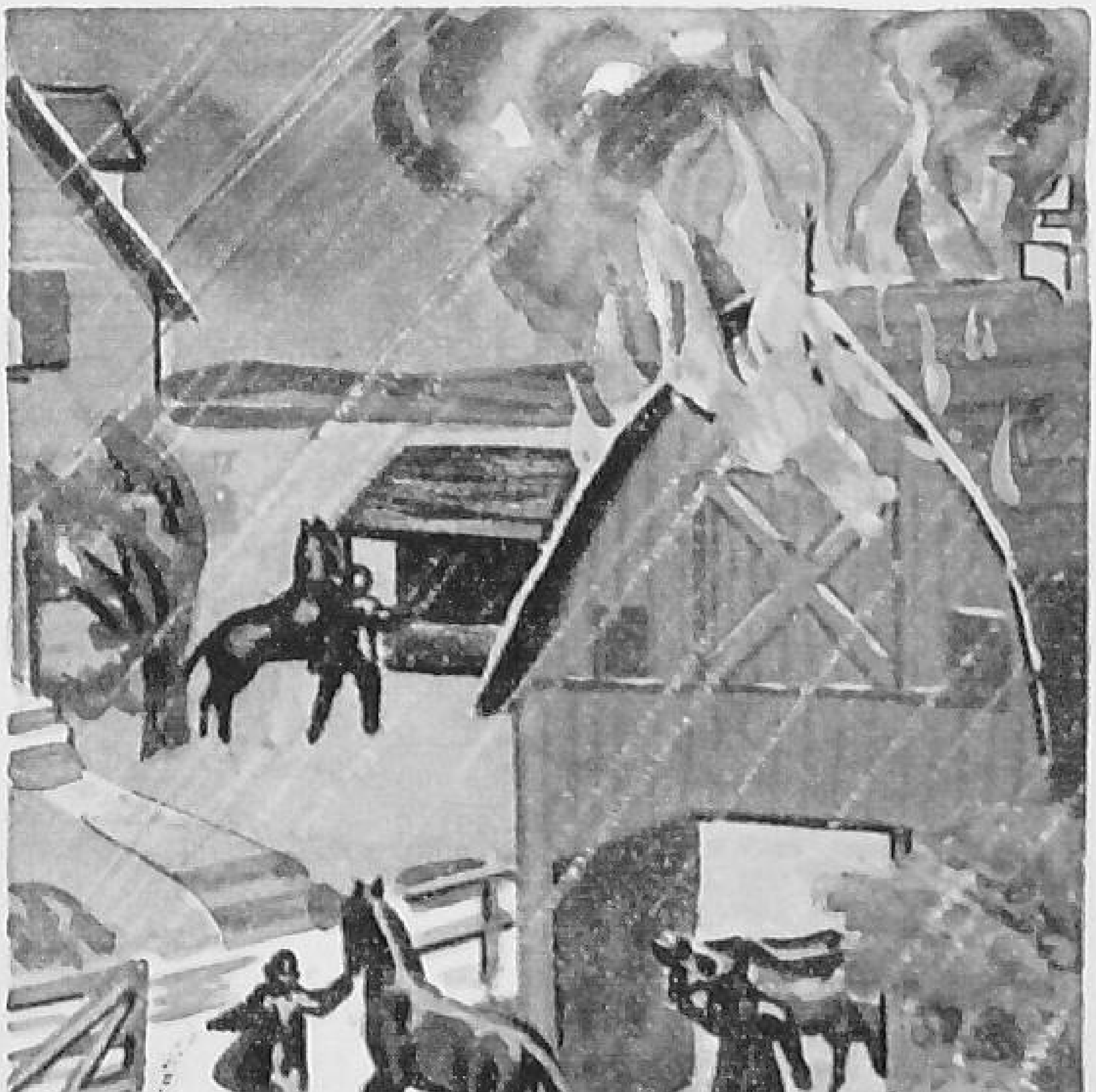
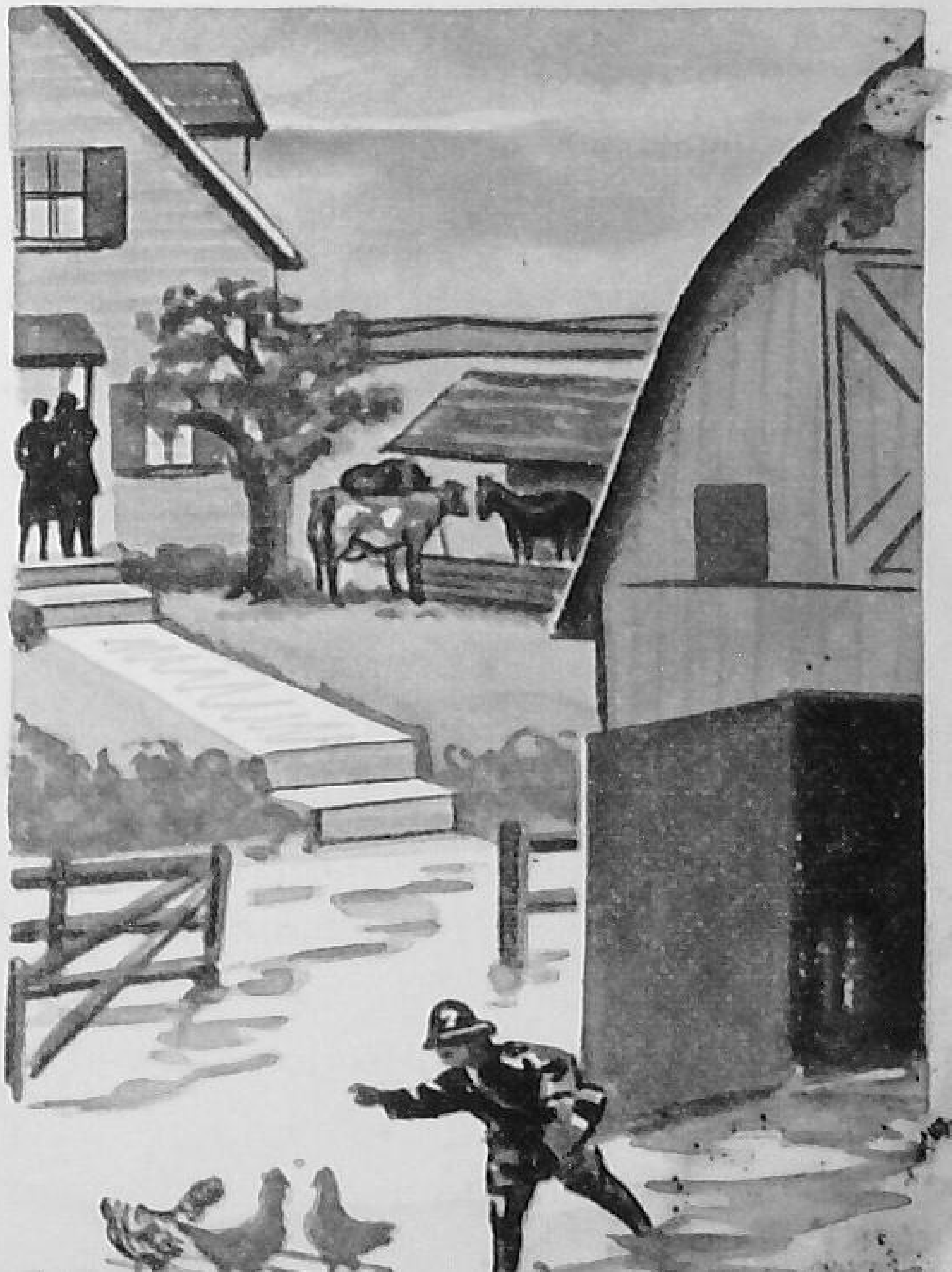
To read to yourself

In a good report each sentence tells something about the topic of the report.

Ben gave the following report. See whether you can find the two sentences that do not belong to it.

TRYING TO CATCH A WOODCHUCK

Last Saturday Dad and I tried to catch a woodchuck that had been eating the vegetables in our garden.

We took our dog Bingo with us. Tom Carver's dog is named Bingo too. We hid behind the stone wall. After a while the woodchuck came out of his hole and started for the garden. Bingo went after him. The woodchuck began to fight, but kept moving toward his hole. Just as Dad and I came up, he dodged away from Bingo and dived head first into his hole. We weeded three rows of beets while we were in the garden.

In Ben's report did you find the two sentences that do not tell anything about the topic *Trying to Catch a Woodchuck*? One of them tells about Tom Carver's dog and the other tells about weeding beets. Those sentences should be left out.

Finding sentences that do not fit

As you read the following report, think whether each sentence tells something about the topic of the report:

MY DOG'S TRICKS

My dog can do four good tricks. When he hears me slap my leg, he comes and sits down in front of me. We bought him a year ago. He was just a pup then. I can hide a ball anywhere in the living room and he will find it. He has learned to bark once for each word in one song while I play it on the piano. When he wants more food in his dish, he rattles the dish on the floor.

Talking together

1. Which sentences in the report tell about the topic of the report?
2. Which sentences should not be in the report? Why?

Improving a report

On a sheet of paper copy the following report, but leave out the sentences that you think should not be in it:

THE NEW COLT

We have a new colt at our farm. He was born last Monday. Dad says that I may help take care of him. I have named him Blackie. We have a new calf too. Blackie has a white spot on his forehead. It will be fun to ride him someday. The calf that is on the farm is not mine. It will be a big cow someday.

If you are asked to do so, read your report aloud. The class will tell you whether you left out the sentences that do not belong to the report.

3. Telling Things in the Right Order

Reading to yourself

In a good report sentences are not "mixed up." Things are told in the order in which they happened, or in which they are to be done. Every sentence is put in its right place.

As you read each sentence after the first one in Sue's report, think: "Does this sentence tell what was done next?"

GIVING A PUPPY A BATH

1. Yesterday I gave my new puppy his first bath. 2. I put warm water into a big pan and made the puppy stand in it. 3. I used a heavy towel to dry him. 4. I soaped and rinsed him several times. 5. After I had rubbed him as dry as I could, I locked him in the furnace room in the basement.

Studying reports

As you read these reports to yourself, think whether things in each report are told in the right order.

FUN WITH DAD

1. Dad and I had a good time together last Saturday. 2. Right after lunch we went to the football game, and saw the Ramblers win, 13 to 6. 3. In the morning we washed the car. 4. After the game we followed the parade from the field downtown. 5. Before we came home, we stopped at a drugstore for an ice-cream soda.

EARNING MONEY

1. It has taken me a year to earn enough money to buy my bicycle. 2. Last summer I earned about twelve dollars helping neighbors take care of their yards. 3. This spring I have been helping an older boy deliver his papers. 4. He paid me fifty cents a week. 5. I earned about ten dollars last winter shoveling snow in our neighborhood. 6. Some of the neighbors paid me fifty cents each time I cleaned their walks.

Talking together

Help decide upon answers to these questions:

1. In what order should the sentences in each report be placed? The numbers may be used to show the right order.
2. In making a report about something that has been done, why should you tell things in the order in which they happened?

Improving and giving a report

Write this report on a sheet of paper. Put the sentences in the order that you think is best.

A TRIP TO THE CITY

Last week Mother and I drove to the city. After we had parked our car, we shopped in two big stores and then we went to lunch. We arrived about ten o'clock in the morning. We came home about six o'clock. In the afternoon we went to a movie.

The class should choose someone to read his copy aloud and should decide what the correct order of the sentences is.

Alice Black

The New Colt

We have a new colt at our farm. He was born last

4. Planning and Writing a Report

Getting ready to write

1. Use the picture on page 33 to help you think of things that you have done, seen, read, or heard. Choose one of those things for a topic for a report.

2. (a) Decide what you will tell about your topic. To help you, think of questions about the topic and answer them. (b) Plan to tell enough to make the report interesting. (c) Decide in what order you should tell things. (d) Think out the sentences you will use. Be sure that each sentence tells something about your topic.

3. Choose a name or a title for your report. It should show what the report is about.

Writing your report

Write the title in the middle and near the top of your paper. Begin the first word and each important word in the title with a capital letter.

Such words as *a, an, and, at, by, for, from, with, about, in, of, the,* and *to* are not important words in a title.

Indent the first line of the report. That means, begin it farther to the right than you begin the other lines. The beginning of your paper should look like the form above.

Correcting your paper

Use these questions:

1. Did you begin each sentence with a capital letter? Where did you use capital letters in the title? Where else did you use capital letters?

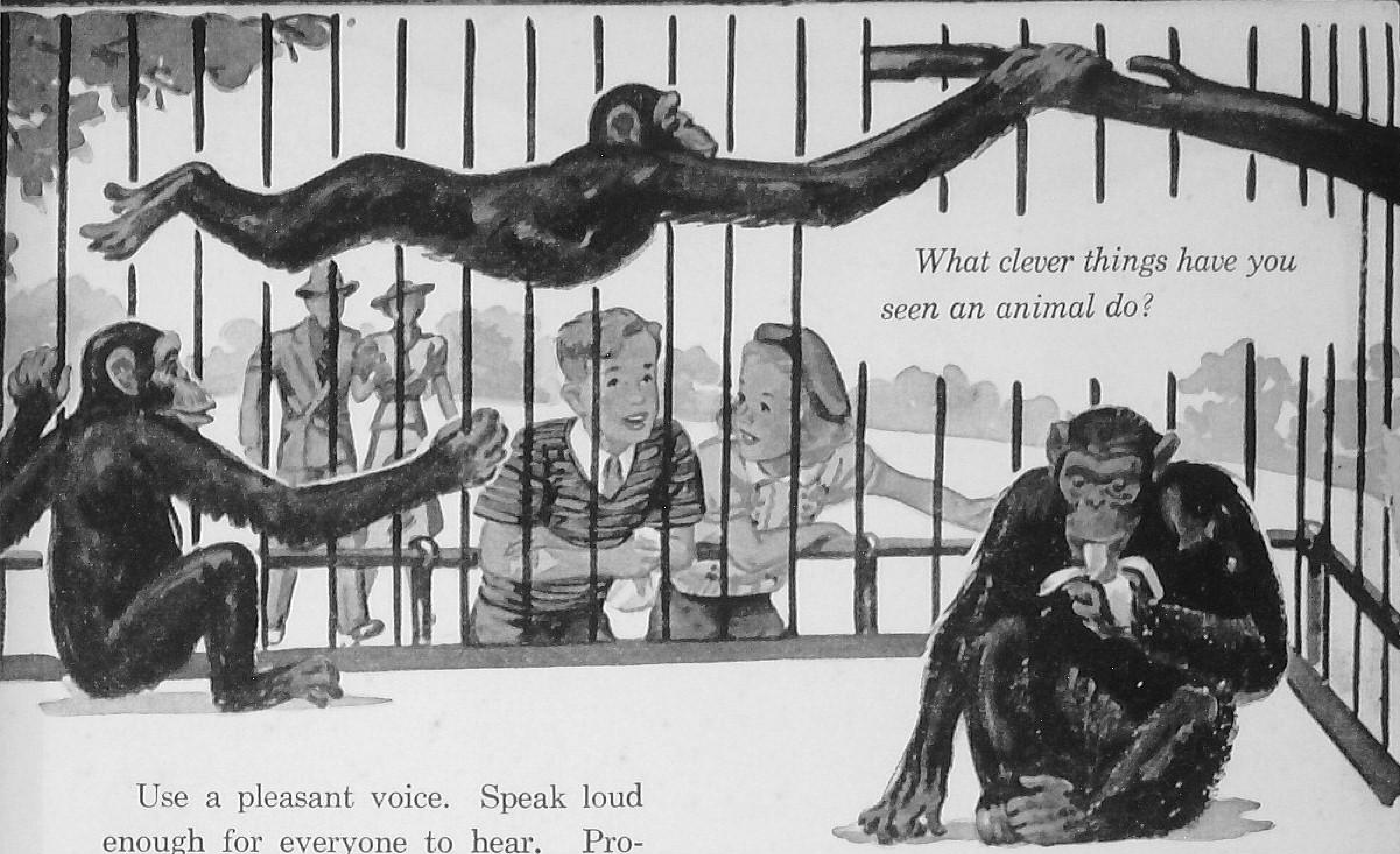
2. Did you use a period at the end of each statement?

Write your report again if you need to. Save your paper.

5. Using What You Have Learned

Giving reports

When you are asked to do so, give the report that you wrote in the last lesson. You may read it or you may give it without using your paper.



What clever things have you seen an animal do?

Use a pleasant voice. Speak loud enough for everyone to hear. Pronounce your words distinctly.

Talking together

With your class decide on answers to these questions:

1. Which reports were the most interesting? Why?
2. Which reports were on topics that the class was interested in hearing about?
3. Which speakers kept to their topics best?
4. Which speakers told things in the order in which they happened?
5. Did each person who made a report really know something about his topic?
6. Did each one tell enough to make his report interesting?

Making a record

What can your class do to improve their reports? If you think of a good suggestion, tell it in a sentence when you have a chance. If the class think the idea is a good one that has not been given before, your teacher will write your sentence on the board.

When all the sentences have been written, help the class improve any sentence that you think should be improved.

Copy this title on a sheet of paper: *How to Improve Our Reports.* Below the title copy the sentences that the class chose. A paper that is neat and correct should be chosen for the class bulletin board.

CHAPTER FIVE

Using Good Sentences in Reports

1. What a Sentence Is

To read and think over

> **A sentence has two uses. It is used to tell something or it is used to ask something.**

A sentence that tells something is called a **telling sentence** or a **statement.** Example:

Tonight will be Halloween.

A sentence that asks something is called an **asking sentence** or a **question.** Example:

What are you going to do?

What mark of punctuation is used at the end of a statement?

What mark is used at the end of an asking sentence, or question?

With what kind of letter does a sentence begin?

A dummy can be made and dressed to look so much like a live man that we may not be able to tell from their looks which is which. But we can tell the difference by noticing what they do. The dummy may have a man's form, but it isn't a man, and it can't do a man's work.

So it is with groups of words that look like sentences. If a group of words begins with a capital letter and ends with a period or a question mark, it has the *form* of a sentence. We expect it to be a sentence, but it may be only a dummy.

> **To decide whether a group of words is a sentence, we must find out what it does. Does it tell something or ask something? Does it make sense by itself? If it does, it is a sentence. If it does not, it is not a sentence.**

Thinking about sentences in a report

After Ted wrote this report, he asked Bob to look it over.

FUN ON A RANCH

I had a good time when I lived on a ranch. Dad gave me a pony that I rode every afternoon. Sometimes early in the morning. I had a cowboy suit that I wore when I rode. Kept out the cold wind.

"Some of this report doesn't make sense," Bob said. "What did you mean when you wrote *Sometimes early in the morning*?"

"Oh," said Ted. "I meant that sometimes I rode the pony early in the morning."

"You wrote *Kept out the cold wind*," said Bob. "What did you mean by that? What was it that kept out the cold wind?"

"It was my cowboy suit," answered Ted. "I should have written *My suit kept out the cold wind*."

Questions to talk over

1. Ted's report looks as if there are five sentences in it. How many sentences are really there? Which are they? Which groups of words are just "dummies" in sentence form?
2. Why was Ted's report hard for Bob to understand?
3. Why should you use sentences, and not "dummies," in a report that you expect others to understand?

Working together

Decide with your class which of the numbered groups of words in this list are sentences and which are only "dummies."

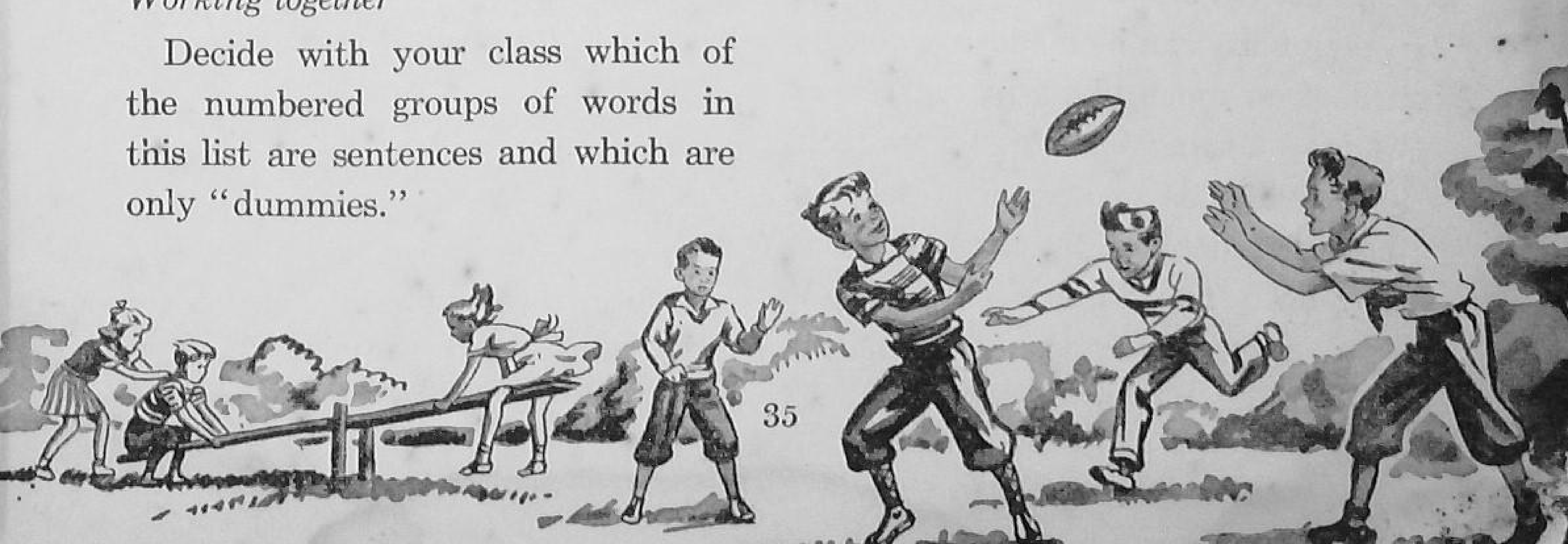
1. Halloween will soon be here.
2. A party at her house.
3. Jim and two other boys.
4. When are you going to the party?
5. Dick and Sue can't go.
6. If they have old false faces.
7. Dressed up like a ghost.
8. Many things to eat.
9. When the train leaves at eight o'clock.

Use each group of words that is just a "dummy" in making a sentence of your own. Add all the words that you need.

Take your turn with other boys and girls in giving some of the sentences made. Anyone who makes the mistake of giving only a group of words instead of a sentence should be asked to try again.

Writing sentences of your own

Write two sentences that tell something you would like to say about the picture on this page. Write two questions that you would like to ask about it. Number your sentences.



Checking your work

Use these questions in checking what you wrote:

1. Is each numbered group of words really a sentence? Does it tell or ask something? Does it make sense by itself?
2. Does each sentence begin with a capital letter?
3. Is there a period at the end of each statement and a question mark after each question?

When your paper is as good as you can make it, ask someone else to check it for you. Correct any mistakes that you find on your paper. Then show it to your teacher. If you do not understand why a mistake that you made is a mistake, ask to have it explained.

2. Keeping Sentences Apart

To read to yourself

When Joe's class was studying about iron, Joe wrote this report on the blackboard:

OUR BIG IRON MINES

Our iron mines are big holes in the ground the largest one is a mile wide and seven miles long. It is hundreds of feet deep. Big steam shovels dig the iron ore out of the ground and dump it into freight cars down at the bottom of the hole then an engine pulls the cars up and around and around the sides of the hole until it gets them out.

"That report is hard to read," Ruth declared.

"Why?" asked Miss Blake.

"It's hard to tell where some of the sentences end," Ruth replied.

"They run together," Jim added.

"I think I can write the report so that it will be easier to read," Joe said. "I'll try."

Here is the same report as Joe rewrote it:

OUR BIG IRON MINES

Our iron mines are big holes in the ground. The largest one is a mile wide and seven miles long. It is hundreds of feet deep. Big steam shovels dig the iron ore out of the ground and dump it into freight cars down at the bottom of the hole. Then an engine pulls the cars up and around and around the sides of the hole until it gets them out.

Talking together

1. Which report is easier to read, the first or the second? Why?
2. How many sentences did Joe's first report seem to have? How many did it really have?
3. What did Joe do to the run-together sentences in the first report when he corrected it? How many sentences did Joe use in the corrected report?

Practice in keeping sentences apart

Think out a report on each of the following topics. Use the suggestions to help you think of what to say. Plan to give a report using four or five sentences.

HOT BALL

Tell what Hot Ball is; how many boys and girls can play at a time; what kind of ball is used; and why the game is easy to play.

GAMES I PLAY AT HOME

Tell three games that you play at home; which one you like best; who plays it with you; and when you play it.

Writing and checking sentences

On a sheet of paper write a report on one of the two topics. Then when your turn comes, read your report. Find out from others in the class whether you ran any sentences together. Separate any run-together sentences that you wrote.

3. Separating Sentences

To read to yourself

Find the sentences that are run together in the following report and think how you will separate them.

HOW PIG IRON IS MADE

Iron ore is shipped from the mines to a mill here it is mixed with limestone and heated in a tall furnace. The heat causes this mixture to melt.

When the iron is melted, a hole is opened at the bottom of the furnace the melted iron flows out in a red-hot stream and the hot iron runs into hollow molds. It cools into hard pieces that are called pigs and that kind of iron is called pig iron.

Talking together

Help your class decide how to separate the sentences in the report *How Pig Iron Is Made.* Where are capital letters and periods needed? Where should the word *and* be left out?

To read to yourself

Decide for yourself how the run-together sentences in these reports should be separated.

WHERE COAL COMES FROM

Thousands of years ago giant ferns and great trees grew in many swampy parts of this country. Year after year some of them fell into the swamp where they were buried deep in the soft mud. Slowly these buried plants were changed to coal now miners go down into mines to get the coal for us they go through long dark tunnels and blast the coal from the walls.

A TALKING CAT

Every afternoon Nell Darnell, the little girl next door, comes over to hear my cat Barney talk of course Barney can't talk at all Nell is too young to know that. She is only two years old. When I ask Barney what time he wants his dinner, he gives a loud *meow.* Nell thinks he says *now* she doesn't notice that he answers every question in the same way.

Writing an improved report

Choose one of the reports and make a copy of it. Begin each sentence with a capital letter and end it with a period.

Read your paper through carefully. Then ask someone to check it while you check his. Correct any mistakes that were found in your paper. Then give it to your teacher.

4. Using *Brought, Ate,* and *Eaten* Correctly

Thinking and giving sentences

Think how you can use *ate, eaten,* or *brought* in answering each of these questions. Then, in turn with other boys and girls in your class, give each answer in a sentence.

1. What did your teacher bring to school today?
2. When did you eat lunch yesterday?
3. What did Little Red Riding Hood bring to her grandmother?
4. Have you ever eaten a yellow watermelon?
5. What vegetables did you eat yesterday?
6. Where have you eaten sandwiches?

7. Who ate the Gingerbread Man?
8. When did the postman bring you a letter?

A test

Choose the right word for each of these blanks. Use *brought*, *ate*, or *eaten*.

Nine boys went on a hike with Peter's big brother. Before the boys _1_ their lunch, they built a fire to roast the wieners that Peter and his brother had _2_. After the boys had _3_ two wieners apiece, they _4_ some sandwiches that Joe and Nick had _5_. Next, they _6_ a banana apiece. Billy had _7_ with him enough bananas for all.

As soon as the boys had _8_ the bananas, Tom and Bob _9_ out a dozen oranges and each boy _10_ one of them. After they had _11_ their lunch they rested awhile. Then they started home. On the way they _12_ some ice cream. Henry had _13_ some money to pay for that.

At the left side of a sheet of paper, write in a column the numbers from 1 through 13. After each number write the word that you chose for the blank with the same number.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, read again on page 18 how to use the words you missed. Then correct your mistakes.

5. Using What You Have Learned

Planning a report

For the topic for your report think of something difficult that you have done. Use, if you wish, these questions:

1. Have you had a hard time learning how to use a tool such as a saw, hammer, screw driver, or a plane?
2. What trouble have you had in trying to take care of a younger child?
3. What have you had to do at school that was hard for you?

After you have chosen your topic, think out what you will say, sentence by sentence. Plan to tell enough to make your report interesting.

Giving a report

If your teacher asks you to give your report, first tell your topic. Then, as you talk, be sure to keep to your topic. Stand quietly. Speak clearly. Use a pleasant voice.

Talking over the reports given

After each report has been given, help your class to answer the following questions:

1. Was the report interesting to hear? What made it interesting?
2. Was it easy to understand?

3. Did the report have in it any part that did not belong there and for that reason should be left out?
4. Were things told in the right order?

Writing a report

Think how you can improve your report. Then write it.

Checking your paper

In checking your paper use the questions given above. If any of the sentences are run together, separate them.

CHAPTER SIX

Finding the Meaning of Words

1. Ways of Finding Meanings

To read to yourself

"In making his report about corn, Bob used the word *husking*," said Miss Blake. "What does it mean?"

"It means cutting the corn off the ears," Betty replied.

"I think it means cutting down the plants," said Bill.

"I am sure that Bob could tell us," remarked Alice. "His father raises corn."

"It means pulling off the thick leaves that cover the ears of corn," Bob explained. "Those short, thick leaves are called *husks*."

"Oh, yes. I know now!" Betty exclaimed. "Mother husks green corn before she cooks it."

"How many really knew what *husking* meant before Bob explained it?" asked Miss Blake.

Only one hand was raised.

"The more words you know, the better you can understand what people say or write," Miss Blake told the class. "How can you get acquainted with strange words that you meet?"

"Ask someone what they mean," said Jim.

"Look them up in the dictionary," added Dick.

"Sometimes I can learn a new word by studying a picture that is near it," explained Sue.

"Be a detective," suggested Miss Blake. "When you meet a strange word, notice carefully the sentences that go before it and those that follow it; stop and think about what they tell. You may discover the meaning of the word in that way.

"Watch out for old words with new meanings. From listening to Bob's report you learn that a corn belt isn't something for a farmer to wear. You can tell that it means the part of our country in which corn is an important crop."

Talking together

1. Why do you need to know the meanings of words?
2. In what ways can you find the meaning of a word that you do not know? Which of these ways can you use for strange words in your reading? Which can you use for strange words that you hear?
3. If your teacher or some good friend uses a word that you do not know, should you ask him what it means? Why? When should you ask about such words?
4. Why should Bob have explained *husking* when he gave his report? How could he have done it? In giving reports, what should you do when you must use words that you think the class do not know?

Finding the meaning of words

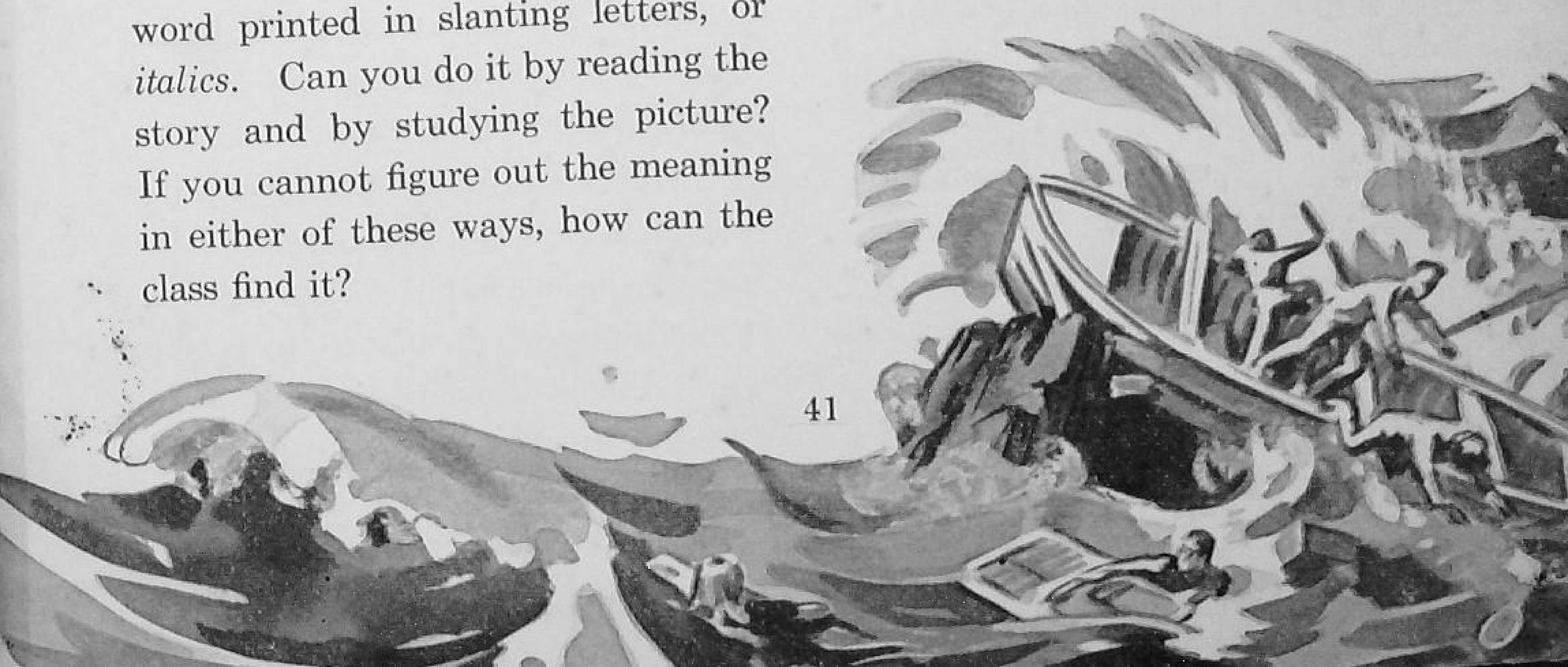
Read the following story. Help your class decide one or more good ways to find out the meaning of each word printed in slanting letters, or *italics*. Can you do it by reading the story and by studying the picture? If you cannot figure out the meaning in either of these ways, how can the class find it?

It was the worst *gale* that the captain had seen. During the night the wind had been terrifying. *Gigantic* waves had rolled over the decks of the ship. Morning had come and the storm had *abated* somewhat. But the danger was not over. The ship was leaking badly.

The captain saw that his ship might *founder* any minute! He ordered the *crew* to lower the lifeboats. The sailors obeyed promptly and soon each little boat, filled with people, had disappeared beyond the *horizon*. Somewhere on the open sea it was struggling by itself against the storm.

Each loaded lifeboat was *manned* by four sailors. It was those four who rowed and steered the boat and kept it afloat. Better than any others they knew how to fight the storm.

All the lifeboats but one reached the shore safely. That one crashed on some rocks. Quickly it broke into pieces. All the people in it would have drowned if they had not clung to floating *fragments* of the boat.



2. Learning to Use the Dictionary

To read, think over, and remember

The letters at the top of the page are in alphabetical order from *A* to *Z*. Learn this order so well that you can answer promptly questions such as these:

What letter comes just before *l*? Just after *l*?

Which comes first, *h* or *f*?

In a dictionary, words are listed in alphabetical order. First, come the words that begin with *a*; next, the words that begin with *b*; then come those that begin with *c*; and so on to the words that begin with *z*.

The words *above* and *accept* belong among the *a* words in a dictionary. Why? Which one comes first? Look at the second letter in each word. Since *b* comes before *c*, *above* comes before *accept*.

Which letter shows that *accept* should come before *actor*? Think why *act*, *acted*, *acting*, *actor*, and *acts* are in correct alphabetical order.

To arrange *string*, *storm*, and *stop* alphabetically, which word would you put first? Which word last?

Questions for the class to talk about

1. Why are the words in the dictionary arranged alphabetically?
2. Under what letter would you look for each of these words?

giant	ugly	volcano	monkey
sack	airplane	quince	clipper

3. Would you open the book near the front, the middle, or the end to look for the word *giant*? In what part would you look for each of the other words in the list?
4. On page 43 is a page from a dictionary. What is the first word in the alphabetical list? What is the last word in the list?

Notice the two words at the top of the page above the columns. One is the first word and the other is the last word in the list on that page. These are called **guide words.**

On a certain page in a dictionary, the guide words are *splitting* and *sports*. Would you look for *sponge* on that page? Why? Would you look for *sprocket* there? Why?

5. Look at your own or your teacher's dictionary. Does every page on which there is a list of words and their meanings have guide words?

span′gle (spăng′g'l), *n.* 1. A small piece of shining metal used as an ornament, especially on a dress. 2. Any little sparkling thing. — **span′gle**, *v.* — **span′gled** (spăng′g'ld), *adj.*

Span′iard (spăn′yẽrd), *n.* A native or citizen of Spain.

span′iel (spăn′yĕl), *n.* A dog of a small or medium-sized breed with short legs, wavy hair, and drooping ears. Varieties are the ***cocker spaniel, Irish water spaniel,*** and ***English toy spaniel.***

Cocker Spaniel. (1/20)

Span′ish (spăn′ĭsh), *adj.* Belonging to, or living or growing in, Spain; also, of or relating to the language or the literature of Spain. — *n.* 1. The language of Spain and of the countries, such as in South America outside of Brazil, colonized by Spain. 2. The people of Spain.

Span′ish A·mer′i·ca. All of South America (except Brazil and the Guianas), Central America (except British Honduras), Mexico, Cuba, Puerto Rico, and Dominican Republic. — **Span′ish A·mer′i·can**, *n. & adj.*

Span′ish Main (mān). The northern coast of South America; in loose use, the region of the Caribbean Sea.

spank (spăngk), *v.* To strike the rump or buttocks of, as with the open hand. — **spank**, *n.*

spank′ing (spăngk′ĭng), *adj.* Brisk; lively; as, a *spanking* breeze; going at a *spanking* pace.

spar (spär), *n.* A somewhat shiny rock sometimes found in mining for metallic ores.

spar (spär), *n.* A mast, yard, boom, gaff, or the like, on a vessel. — *v.;* SPARRED; SPAR′RING. To supply or equip with spars, as a vessel.

spar (spär), *v.;* SPARRED; SPAR′RING. To box with the fists; especially, to box scientifically.

spare (spâr), *v.* 1. To refrain from; to avoid; as, he would *spare* no cost to get his revenge. 2. To free from; to have no longer any need for; as, he was *spared* the labor. 3. To use very little; as, *spare* the rod and spoil the child. 4. To give away something out of a supply that is more than enough. 5. To keep from being punished or harmed; as, *spare* us, good Lord.

spare (spâr), *adj.* 1. Not being used but being held in reserve; as, a *spare* tire. 2. Being over and above what is needed; as, *spare* time. 3. Lean; thin; as, a *spare* man. 4. Scanty; frugal. — *n.* 1. A spare piece or part; as, to carry a *spare* in case of need. 2. In bowling, the knocking down of all the pins in two bowls; also, the score thus made.

spare′rib′ (spâr′rĭb′), *n.* A cut of pork, consisting of the close-trimmed ends of the ribs.

spar′ing (spâr′ĭng), *adj.* Saving; frugal. — **spar′ing·ly**, *adv.*

spark (spärk), *n.* 1. A small particle of fire thrown off by a burning substance. 2. Anything resembling such a burning particle. 3. The flash of light which accompanies an electric discharge between two conductors; as, the *spark* which ignites the gas in an automobile cylinder; also, the mechanism which controls the flash in an automobile cylinder. 4. Anything which, like a spark, may be kindled into fire or into life, action, etc. — *v.* To produce a spark or sparks; to flash out like a spark.

spark (spärk), *n.* A brisk, showy, gay man. — *v.* In colloquial use, to court; to woo.

spar′kle (spär′k'l), *v.* 1. To throw off sparks of light or fire; to flash; to twinkle. 2. To bubble; as, a *sparkling* wine. 3. To be lively or active; as, his conversation *sparkled* with humor. — *n.* A flash; a spark; as, the *sparkle* of a diamond; a *sparkle* of humor.

spar′kler (spär′klẽr), *n.* A person or thing that sparkles, such as a firework, a brilliant gem, a witty person, etc.

Spark Plug.

spar′kling (spär′klĭng), *adj.* 1. Bright; brilliant; as, *sparkling* wit. 2. Bubbling; as, *sparkling* ginger ale.

spark plug. In automobile engines, a plug in the top of the cylinder which carries two wires whose ends are separated by a short air space. When electricity is passed through the wires as conductors, the flash across the air gap is the spark which explodes the gasoline in the cylinder.

spar′row (spăr′ō), *n.* A small, brownish or brown-and-gray, seed-eating bird with a short, stout bill; as, the ***English sparrow*** or ***house sparrow***, the ***chipping sparrow, song sparrow,*** etc.

Song Sparrow. (1/3)

spar′row hawk. A small North American hawk, rusty red and slaty blue above and yellowish white below.

sparse (spärs), *adj.* Not thickly grown, settled, etc.; scanty; thinly scattered. — **sparse′ly**, *adv.*

Spar′ta (spär′tȧ), *n.* The capital of an ancient country of southern Greece.

Spar′tan (spär′tăn), *adj.* 1. Of or relating to ancient Sparta, whose rulers were noted for the enforcement of military discipline. 2. Hardy; brave; severe and rigorous. — **Spar′tan**, *n.*

Sparrow Hawk. (1/5)

spasm (spăz′m), *n.* A sudden uncontrolled drawing together of muscles or a muscle; any sudden, violent and temporary effort, feeling, or the like.

āle, chāotic, câre, ădd, ăccount, ärm, åsk, sofȧ; ēve, hēre, ēvent, ĕnd, silĕnt, makẽr; īce, ĭll, charĭty; ōld, ōbey, ôrb, ŏdd, sŏft, cŏnnect; fōōd, fŏŏt; out, oil; cūbe, ūnite, ûrn, ŭp, circŭs, menü; **chair**; go; sing; then, thin; natūre, verdūre; ĸ = **ch** in German **ich, ach**; boɴ; yet; **zh** = **z** in **azure.** See also page xii.

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Testing yourself

Number a paper from 1 through 16. Then write these words in alphabetical order:

arrow	dye	radio	trap
around	deaf	radish	torch
acrobat	dwarf	rhythm	wagon
buffalo	rhyme	trash	wager

Of the words given below which ones would be on a page that has *card* and *cent* for guide words? Arrange those words in alphabetical order between *card* and *cent*.

carnival	castle	century
cast	cope	celery
cattle	cart	carp
carrot	camp	cellar
cedar	cement	central
canopy	cabinet	coat

Check your paper as your teacher reads the correct answers. If you do not understand why a mistake that you made is a mistake, ask your teacher to explain.

3. Using the Dictionary

To read and do by yourself

As you read this report that Dick wrote, think whether you know the meaning of the words that are printed in italics.

A STRANGE PLAYMATE

Once when I was gathering flowers for my mother, I found a *fawn* near a *precipice*. I took the fawn home and made a pet of it. I had to *nourish* it carefully. Soon we became good pals. When I led him on a *leash*, people stopped to *gape* at us. In *inclement* weather we played indoors together. Two years later, after the fawn had *matured*, he *vanished* suddenly. He never came back.

To make the report, *A Strange Playmate*, easier to read and understand, look up in the dictionary the meanings of the words printed in italics. Follow these directions in getting the meaning of each word:

1. Think whether the first letter of the word is near the beginning, near the middle, or near the end of the alphabet.
2. Think whether the word is near the front, near the middle, or near the back of the dictionary.
3. Open the dictionary as near to the right place as you can. Look at the guide words on the first page that you see. Decide whether the word that you want comes between the guide words on that page. If it does not, decide whether it is on a page that comes before or after them.
4. Turn pages until you find the page on which your word comes between the guide words.
5. Find your word on that page.
6. If more than one meaning for the word is given, use the one that you think fits the report best.

Writing and reading a report

Copy the report that Dick read. For each word in italics, write the meaning that you chose from the dictionary. The first part of the first sentence will look like this:

> Once when I was gathering flowers for my mother,
> I found a young deer . . .

If you are asked to do so, read your copy of the report aloud. The class will tell you whether the meanings you used are correct.

Talking together

1. Did using the dictionary help you understand the report? Why?
2. Why should boys and girls be careful about choosing words to use in reports?

4. Words That Mean about the Same

To read and think over

Read this report. For each word in *italics* find the list of words that has the same number. From the list select a word, or group of words, to use in place of the word in italics. Try to keep the meaning of each sentence about the same as it is in the report. Use the picture to help you understand the description of the game. Use your dictionary if you need to look up the meaning of a word.

CAT'S CRADLE

"Let's play Cat's Cradle," Walter (1) *proposed* to Fred one afternoon.

"How do you play it?" Fred (2) *asked.*

"I'll (3) *show* you," Walter offered (4) *generously.*

From his pocket he (5) *took* a piece of string and (6) *fastened* the ends together to make a large loop. Then he put his hands through the loop, turned them palm to palm, and stretched them apart. Next, he wound one (7) *strand* of the large loop around each hand, making a small loop there. Then he put the middle finger of each hand through the small loop that was around the other hand. After that he moved his hands apart until the strings were tight.

"Now, Fred, (8) *catch* the bottom strand and pull," Walter said, as he took the top strand in his teeth. (9) *Cleverly* he slipped his hands out of the big loop, leaving the small loops over his middle fingers.

"Now, saw and listen to the kittens purr," he muttered between his teeth. Z-z-z-z-z-z-z! Z-z-z-z-z-z! went the strings.

Writing the words chosen

Make a list of the words you selected to use in the story. Number each word to show where it is to be used.

1. suggested	2. inquired	3. teach
wished	guessed	help
offered	ordered	tell
agreed	declared	fix
4. kindly	5. stretched	6. hook
boldly	moved	stuck
selfishly	drew	tied
angrily	pushed	knitted
7. body	8. push	9. slyly
part	squeeze	clumsily
head	feel	skillfully
section	take hold of	awkwardly

Talking together

Listen carefully as someone chosen by the class reads his report containing the words he selected. Help the class decide which words in the list fit the report and which change the meaning too much.

rmstrong Roberts

CAT'S CRADLE

Questions to think over

What do you call this game? In what other games do you use strings? What can you make with strings? What have you seen others make?

To do by yourself

In each line of words that follow find the word that is most like the first word in meaning. Write the words for each line in pairs.

order	tell	declare	command
clumsy	awkward	slow	heavy
part	length	weight	section
feel	take	strike	touch
angry	bold	cross	sad
smart	happy	easy	clever
catch	touch	seize	drag
reply	question	thought	answer
funny	strange	amusing	odd

Give your paper to someone to check while you check his.

5. Using What You Have Learned

Planning a report

1. Choose a topic for a report. The pictures and questions on page 49 may help you. The topic which you choose should be one (a) in which you are interested, (b) which will interest the class, and (c) about which you know enough to make a report.
2. Plan to tell enough to make your report interesting to hear or to read. To help you, think of questions to ask yourself about the topic that you have chosen. Use the answers in making your report.
3. Then choose a name or title for your report.

Before any reports are given, the class should choose someone to read aloud the record of ways to improve their reports. This is the record that the class made several days ago.

Giving reports

Give your report when your turn comes. If you use a word that you think the class may not know, explain it. If you do not understand words that other boys and girls use in their reports, ask them to tell you what they mean.

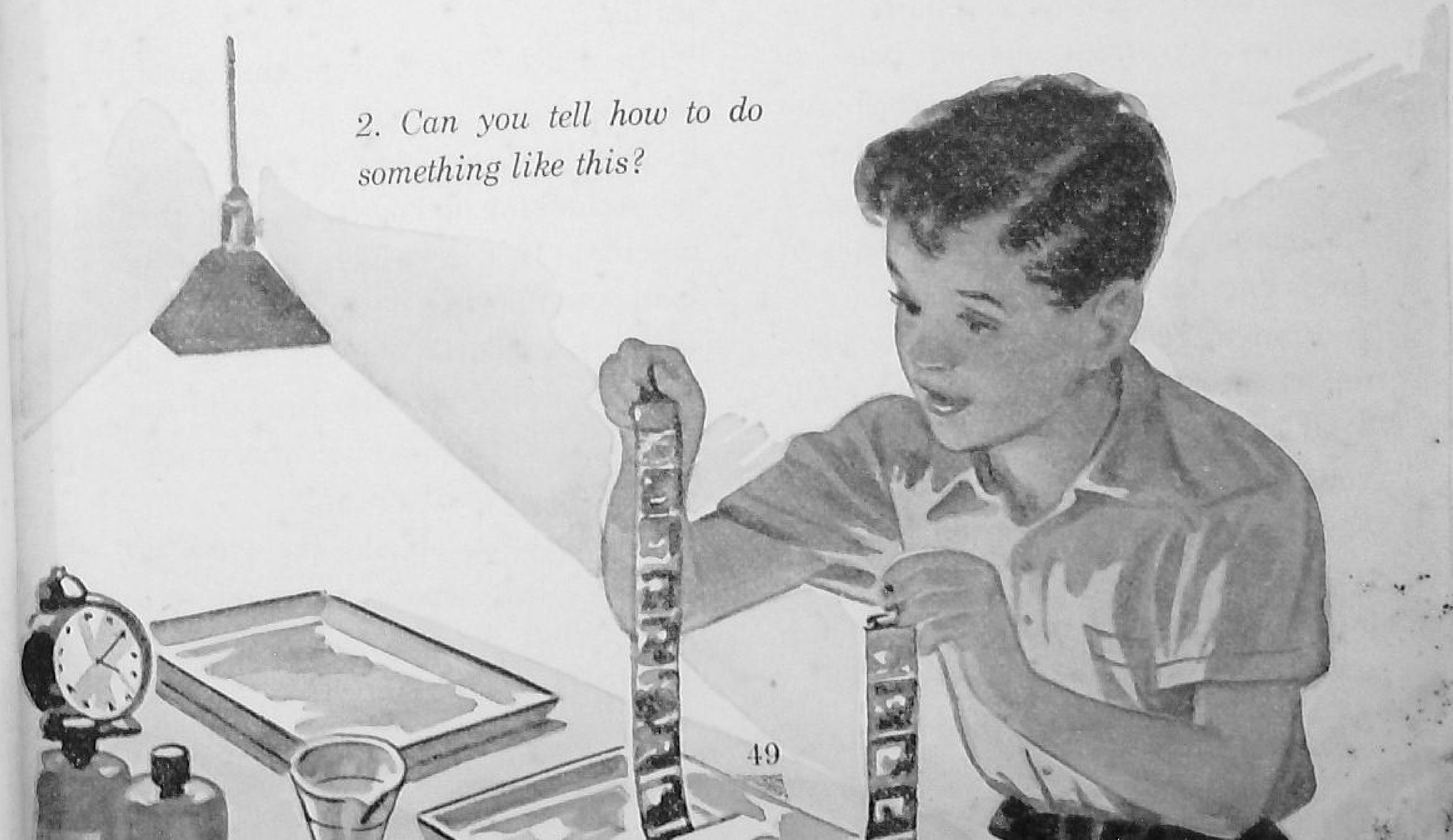
Talking together

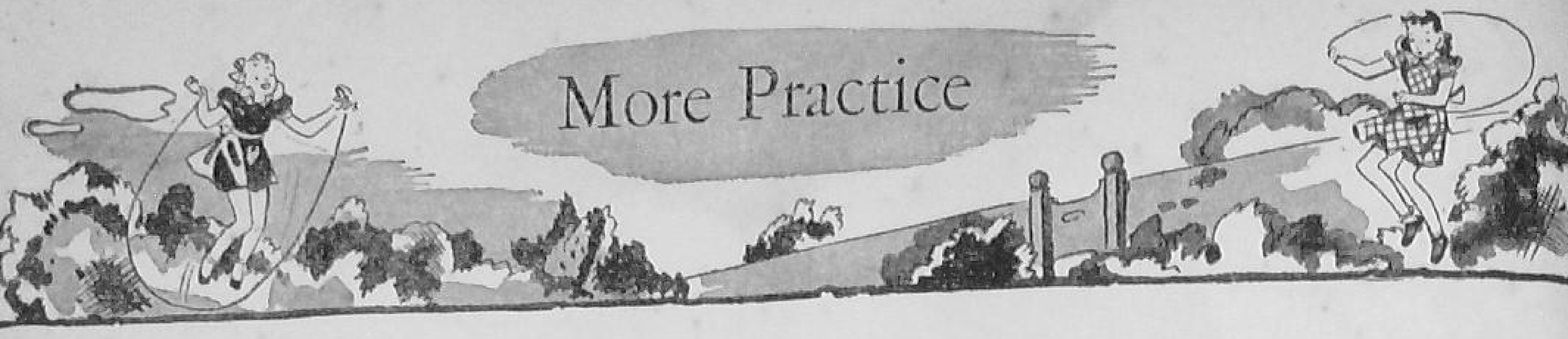
Help your class decide how to answer these questions:

1. Which reports were interesting to the class? What made them interesting?
2. In which reports were things told in good order?
3. Did every sentence in each report say something about the topic of that report? If not, which sentence or sentences failed to do so?
4. In the reports did the boys and girls use words that the class did not know? Did they explain the words? What do the words mean?
5. What things should the class do to make their reports more interesting? What suggestions should be added to the class record?

1. *What things have you collected?*

2. *Can you tell how to do something like this?*





More Practice

I

Writing sentences

In this report there are some groups of words that are written in the form of sentences, but they are not sentences. Find which they are and think how each group can be used in making a sentence. You may add as many words as you wish.

COCO PALM TREES

Coconuts on tall palm trees. The trees are tall and slender. With all their leaves at the top they look like huge feather dusters. In warm countries near the sea. The wind blowing from one direction has bent the trunks of the trees. Easier to climb. All the time that I was in Florida I did not see a tree with a straight trunk.

Writing the report

Write the report as you think it should be written. Be sure that each group of words that looks like a sentence is a sentence.

Correcting your work

Correct your paper. These groups of words need to be changed: the first, the fourth, and the sixth. Did you use them in making sentences?

Keeping sentences apart

In these reports some of the sentences are run together. As you copy the report, separate those sentences and write them as they should be written. Leave out the *and's* that are not needed.

HOW COCONUTS GROW

Coconuts grow in bunches near the top of the coco palm and often fifty or more grow in one bunch. The nuts fall to the ground when they are ripe and their thick husks make them very heavy you would not like it if one hit you.

MONKEYS THAT PICK COCONUTS

On one island tame monkeys pick coconuts and so each monkey wears a collar to which a long rope is tied. When the monkey climbs a tree, a man on the ground jerks the rope this tells the monkey what to do and sometimes the monkeys throw coconuts at the men.

Each report should be written in five sentences. Did you have the right number? Did you leave out the *and's* between sentences? Did you put in the capital letters and the periods that were needed?

More Practice

II

Making an alphabetical list

Copy these words in the order in which they come in the dictionary:

meaty	thatch
substitute	form
numerous	beverage
husks	grated
fibers	copra
cartons	shredded

Thinking of the meaning of words

Are you a good detective? Can you find from reading this report what each word printed in italics means?

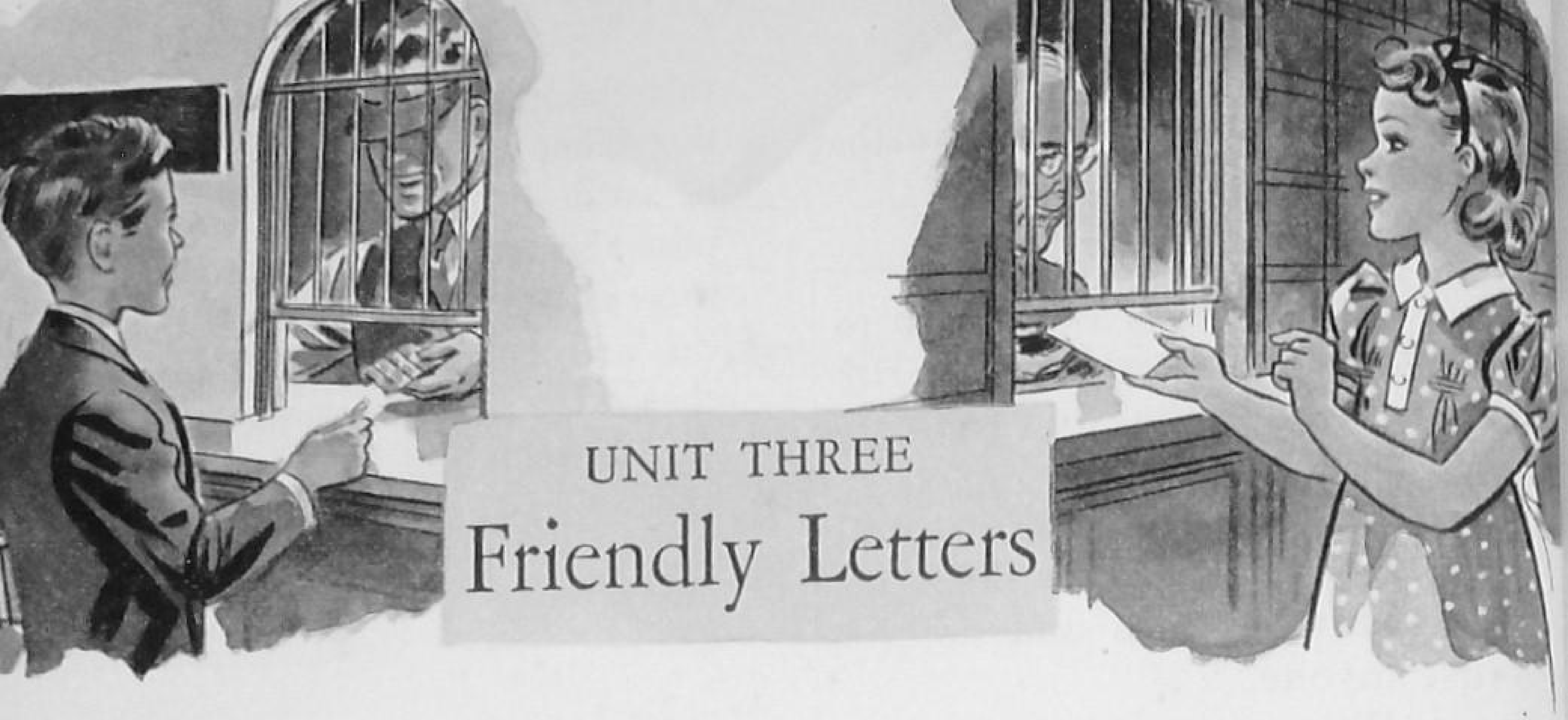
The coconut palm is [illegible] that is used in (1) *numerous* ways. Its leaves are used as a (2) *thatch* to cover small huts. The milk of the young fruit is a (3) *beverage* which even babies can drink. The (4) *fibers* of the thick (5) *husks* which cover the fruit are strong enough to use in making coarse cloth and rope. The (6) *meaty* part of the coconut is delicious to eat raw, especially when it is (7) *grated* and piled on top of a frosted cake. Coconut meats are sometimes dried a little, (8) *shredded* like wheat, and packed in cans. Sometimes they are dried more so as to be sold in paper (9) *cartons.* Or the coconut meat may be dried thoroughly in the shell to (10) *form* what is called copra. From this (11) *copra,* coconut oil is pressed. The oil is used in making soap and also in preparing a food that is a (12) *substitute* for butter.

Making a list of words

Write what you think the different words mean. Number the words in your list in the same way that the words printed in italics in the report are numbered.

Checking your list

Next, look up each of the words in a dictionary. Find out for which ones you chose the right meaning. If you made any mistakes, correct them.



UNIT THREE
Friendly Letters

CHAPTER SEVEN

Writing Letters to Your Friends

1. Letters That Your Friends Enjoy

To read to yourself

Joe was at home sick. When Tom went to see Joe, he found him reading letters that his class had sent him a day or two before.

"These letters are great!" exclaimed Joe. "How did the class think of so many things to write?"

"That was easy," Tom explained. "We began by telling things we thought you would like to know. As we named each thing, Miss Blake wrote it in a list of topics on the board. Then each one of us chose one topic to write about."

"I liked what you wrote about Bill," Joe remarked. "I could see him trying to hit that target."

This was Tom's letter.

Dear Joe,

You probably know that Bill took your part of Robin Hood in the class play. He practiced shooting arrows at a target until he could hit the bull's eye almost every time. In the play he was so excited that he missed the whole target. It was just then that the Merry Men had to shout, "Hurrah! Robin Hood is the best shot in the land!" Everybody laughed. It was a good play though. We all wished you could have been here to take part in it. Do you think you would have hit the bull's eye?

Tom

Talking together

Help your class answer these questions about Tom's letter:

1. Why did Joe like Tom's letter?
2. Which sentences in the letter show that Tom meant the letter just for

Joe and not for anyone else?

3. How does Tom's letter show that he used these rules?

> **(a) Think about the person to whom you are writing. Write about a topic that you feel sure will interest him.**
>
> **(b) Put in things that will make the person know the letter is meant for him and not for just anyone.**
>
> **(c) Write enough about each topic to make what you say interesting and easily understood.**

Working together

Listen as these letters are read aloud by someone chosen by the class.

Dear Joe,

We gave our play. Bill was Robin Hood. I was Maid Marian.

Sue

Dear Joe,

Betty's cat followed her to school. She is a nice cat. James' dog chased her. I have a new football. It is a good one.

Dick

Dear Joe,

You should have seen the circus act that Jane tried to put on at recess today. She wanted that dog of hers to be a horse. She held one end of a rope in her hand and made him take the other end in his mouth. The dog didn't want to be a horse. First, he sat down. Next, he ran around a post about ten times and wound the rope all up. Then he saw Betty's cat and he dropped the rope and chased the cat down the street. Jane needed your help. Come back soon and we'll put on a real circus. You can be the dog trainer.

Jim

Talking together

1. Which of the three letters do you like best? Why?
2. Does each letter tell enough about one topic to be interesting?
3. Which sentences in the letters show that the letters are meant for Joe and not for just anyone?
4. Does any sentence in Sue's or Dick's letter show that the writer meant the letter especially for Joe?
5. Did Jim say something that showed he thought not only about Jane's dog but also about Joe? Which sentences show that?
6. In what three ways is Jim's letter better than the other two?

Making a list of topics together

Help your class decide to whom they should write a letter. It might be to someone absent from school, to someone who has moved away, or to a class in some other school or town.

With the class make a list of topics that would interest the person who is to receive the letter. Use these questions to help you.

1. What is the most exciting piece of news that your class can tell? Has the class done anything new? What has happened? Where? What is the class learning?
2. What is the class learning?
3. What funny things have happened?
4. Who in the class has become a champion in outdoor play?

When you think of a good topic that has not already been given, tell it for your teacher to write on the board.

Copy the list of topics. Have it ready for your next lesson.

2. Writing a Letter Together

Planning the letter

Turn to the list of topics that the class made in their last lesson. Help the class choose a topic which will interest the person to whom the class is writing.

Before the letter is begun, take a minute or two to think of what might be said in it.

Writing the letter together

As your teacher writes on the board, take your turn with others in telling her what to say in the letter. With your class decide first upon a good beginning sentence. Then help decide what else shall be said.

Remember to:

> **1. Keep to one topic.**
> **2. Tell enough to make the letter interesting.**
> **3. Tell something that will make the person to whom the letter is written feel that the letter is meant for him and not for just anyone.**

Improving the letter

After the letter is written, read it through. With your class try to find ways of improving it. The changes decided upon should be made and the letter marked *Do not erase.* You will have a chance to copy it in your next lesson.

3. Placing a Letter on Paper

To read and think over

Before you copy the class letter, study the letter shown on the next page. Notice the three parts.

To whom is the letter written? Which part shows that? Is the greeting on a line by itself? Which words in the greeting begin with capital letters? What mark comes after the greeting? Should every letter have a greeting? Why?

GREETING → Dear Lucy,

You will be sorry to hear that my brother Joe is ill and that we are kept in the house all day

BODY → long. I am trying to entertain him, but I need some help. Do you know any good games that I could play with him? He is only six years old.

SIGNATURE → Alice

Why do you suppose the largest part of the letter is called the body? Which line of the body of the letter begins farther to the right than the greeting? Which lines begin even with the greeting?

What is the last part of the letter called? What does it tell? With what kind of letter does the signature begin? Where is the signature written? Why should the signature be written clearly?

Using the class letter

After copying the class letter, help your class choose a copy that is neat and correct to send to the person to whom it was written.

4. Planning a Letter of Your Own

To read and think over

Decide to whom you will write a letter. It may be to a cousin, a grandfather, a grandmother, an uncle, an aunt, or a friend.

Choose a topic that will be interesting to the person to whom you are writing. The questions in the next column and the picture and question on this page may help you.

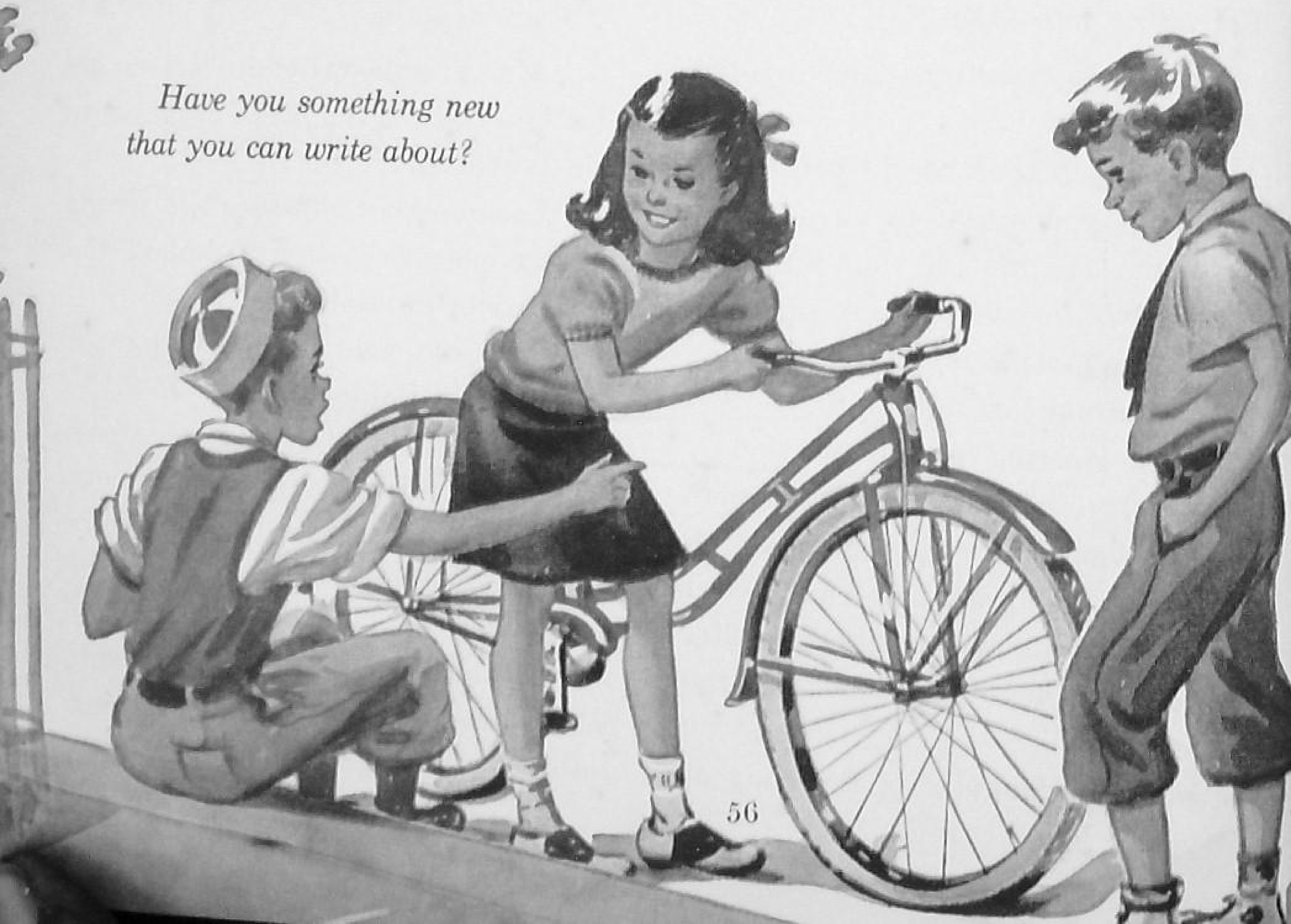
1. What has happened to people who are friends of yours and of the person to whom you are writing?
2. What new things have you learned to do at home?
3. What funny thing has happened to you lately?

Writing ideas to use in your letter

Think (1) what you will tell or ask about the topic that you chose for your letter; and (2) what you will say that will show that your letter is meant especially for the person to whom you are writing.

Then write what you wish to tell or ask in the letter. Save your paper.

Have you something new that you can write about?



5. Using What You Have Learned

Writing your letter

Read over the ideas you wrote down for your letter. Can you think of something more interesting to tell? Can you think of a better way to tell something that you wrote? Have you shown that your letter is meant especially for the person to whom you are writing? Write new sentences for your letter if you need to.

Turn to page 55 and study again the form for a letter. Then take a clean sheet of paper and write your letter. Be sure to put the three parts in their right places.

Correcting your letter

Use these questions in correcting your letter:

1. Does each sentence in your letter say what you meant to have it say? Did you separate all your sentences correctly? Is every group of words that looks like a sentence really a sentence and not just a dummy?
2. Is the greeting written on a line by itself? Is it in the right place? Where does it begin on the paper? Does the first word and each important word in the greeting begin with a capital letter? Is there a comma after the greeting?
3. Does the first line of the body of the letter begin at the correct place under the greeting? Do the other lines in the body begin at a point even with the first word of the greeting?
4. Is your name, or signature, written correctly on a line by itself?

Correct any mistakes that you find in your letter. Copy the letter again if you need to before you mail it.

CHAPTER EIGHT

Capital Letters and Punctuation Marks

1. Keeping Letters from Getting Lost

To read to yourself

"Mr. Pringle, why do letters get lost in the mail?" Bob inquired of the postmaster.

"Because the addresses are wrong or are poorly written," replied the postmaster promptly.

"What do you do with letters of that kind?" Bob asked.

"We try to find correct addresses for them. That work costs money, takes time, and makes the letters arrive late. When we can't deliver a letter, we return it to the writer if his address is on the envelope. Many letters we can neither deliver nor return."

"What becomes of those letters?" Bob asked.

"We keep them about ten days and then put them with the *Dead Letters* or send them to the *Dead Letter Office* in Washington, D.C. Someone opens each dead letter, finds the address of the writer, if possible, and sends the letter to him. If he can find no address, the letter is destroyed.

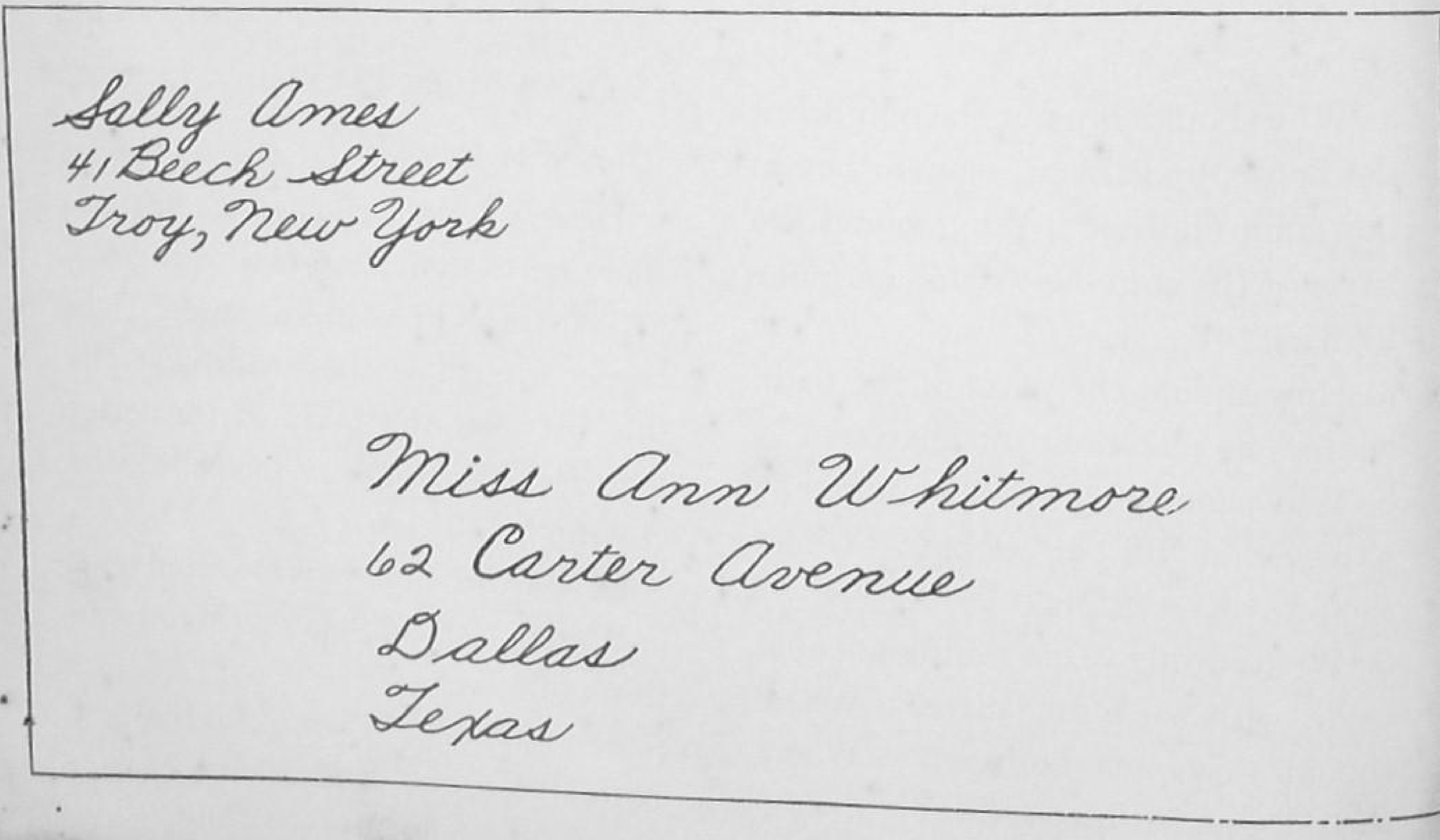
"Here is one good form for addressing an envelope," added Mr. Pringle as he handed Bob an envelope like the one shown below. "In the main address, the name of the state should be on a line by itself. That makes it easy for postal men on trains to decide quickly into which bag each letter should go. They must work fast."

"I have seen the main address written in a different way on an envelope," said Bob. "The lines did not begin even with one another."

"Yes, some people use that form," said Mr. Pringle. "Either form may be used. The important thing to remember is to write the address so that it is complete and easy to read."

Then Mr. Pringle went on to say that the writer of a letter should put his own address on the envelope.

"Some people," he said, "put their return addresses on the backs of the envelopes, but the best place is in the upper left corner of the front side. The men who handle the letter can see it easily there."



Then Mr. Pringle gave these rules for writing correctly the main address on an envelope:

> 1. On the first line write the name of the person to whom the letter is to go.
> 2. On the second line write the number of the person's house and the name of the street.
> 3. On the third line put the name of the town or city.
> 4. On the fourth line write the name of the state.

Questions to talk over and answer

1. What five things should be written in the main address?
2. Which of these things can sometimes be left out? When can they be left out?
3. Why should you put the number of the house, apartment, or mail box in the main address? Why should the name of the state be written on a line by itself?
4. How should the parts of the main address be placed on the envelope?
5. Why should the writer's address be written on the envelope? Where should it be written?
6. What words in an address should begin with a capital letter? Where should a comma be used? Where should a period be used?

Testing yourself

Cut or tear sheets of paper to make three pieces, each the size of an ordinary envelope. On them write correct addresses for these:

1. A letter from you to John Davis at 816 Oak Street in Tulsa, Oklahoma
2. A letter from you to Mrs. Alice Clark at 1315 Peachtree Street in Atlanta, Georgia
3. A letter from you to Charles Fisk who lives at 2816 Clover Lane in Hannibal, Missouri

With your class choose someone to write on the board the addresses for each of the three envelopes. After the class make sure that each address is written correctly, correct your work by them.

2. Two More Parts of a Letter

To read to yourself

Helen's letter on page 60 has two more parts than the letter on page 55.

The three lines in the upper right corner are called the **heading**. The line between the body of the letter and Helen's signature is called the **closing**.

Here are closings that are often used in friendly letters. Perhaps you can think of others.

Sincerely yours,	Your old friend,
With love,	Your loving niece,

725 Logan Street
Greensburg, Indiana
October 10, 1946

Dear Carolyn,

You asked me about the little imp, Charlie Hunter. Yesterday he pulled my hair until I cried. My dog chased him out of the yard. Charlie's clothes caught in the fence when he tried to climb it too fast. He screamed until his mother ran out of the house and helped him down. I hope you don't have any boys like him living near you in Franklin. Tell me about your friends.

Sincerely yours,
Helen Barnes

Talking about headings and closings

1. What does each line of the heading in Helen's letter tell?
2. Where are capital letters used in the heading? Where are commas used?
3. Where is a capital letter used in the closing? Where is a comma used?

Testing yourself

On a sheet of paper write the headings for two letters. In the first heading, use your street or rural route address, your city and state, and the date for today. In the second heading, use the name of your school in the place of your street address.

Use capital letters correctly. The word *school* should begin with a capital letter in the heading.

Check your paper with the heading in Helen's letter and write again any heading in which there is a mistake.

3. A Review of Capital Letters and Punctuation Marks

Another letter to read to yourself

As you read the following letter, notice carefully where commas, periods, and question marks are used. Think of the reason why each mark is used there.

217 Locust Street
Topeka, Kansas
July 16, 1946

Dear Fred,

You asked what had been happening here. Do you remember Sparky, my dog? Last Monday I tried to give him a bath. I had him in the tub when a strange dog ran past. Sparky jumped out of my hands and ran after the dog. When I tried to catch him, I slipped on a piece of soap. I lost my balance and fell into the tub. I got soaked. That's the only excitement I've had that I can remember. When you get home, will you help me give Sparky a real bath?

Your old friend,
Bill

Talking together

1. Why is each of the capital letters in Bill's letter used? Where are commas used in the heading, in the greeting, and in the closing of this letter?
2. Why is each of the periods and question marks used?
3. What are the five parts of a letter? What is each part for?

Making lists of rules

Think of all the rules you can for using capital letters in writing letters. Then take turns with others in giving rules which someone chosen by the class may write on the blackboard. Do not give a rule that someone else has given.

The list may begin like this:

USE A CAPITAL LETTER

1. For beginning the name of a street.
2. For beginning the word *street* or the word *avenue* when it follows a name.
3. For beginning the name of a city.

In the same way, make a list of rules for using commas, periods, and question marks in writing letters.

The list may begin like this:

USE A COMMA

1. Between the name of a city and the name of a state.
2. After the greeting in a letter to a friend.

Testing yourself

Your teacher may check the list of rules, or the class may check it by Bill's letter in this book. Help correct any mistakes that were made. Then copy the list of rules that is on the blackboard. Help the class choose someone to make a neat and correct copy for the bulletin board.

4. Using *Saw*, *Seen*; *Did*, *Done* Correctly

To read and think over

For each blank space in this letter, think of the right word to use. Use *saw*, *seen*, *did*, or *done*.

Dear Jack,

Dad and I went to the county fair Saturday. I wish you could have been with us. We __1__ a parachute jumper. I had never __2__ anyone jump before. Have you ever __3__ anyone do it? The man whom we __4__ was an old hand at jumping. He had __5__ it many times before. We watched him come down. He __6__ it very slowly. Dad says that the man __7__ the same stunt yesterday. Write me about what you have __8__ lately. Have you __9__ or __10__ anything very exciting?

Frank

Testing yourself

Write the numbers from 1 through 10 in a column at the left side of a sheet of paper. After each number write the word that you chose for the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made a mistake in using *saw*, *seen*, *did*, or *done*, read again on pages 15 and 16 how to use the word you missed. Then correct your mistakes.

5. Using What You Have Learned

Getting ready to write a letter

Thinking of answers to these questions may help you decide to whom you should write a letter.

1. Should you invite someone to visit school?
2. Do you want to ask a favor of someone?
3. Do you have a friend who is ill or who has moved away?
4. Who would like to hear some news about you, your family, or other people that you know?
5. Has someone written you a letter that you should answer?

1. *What exciting game or race have you seen?*

Use the pictures on this page or the pictures you have used before in this book to help you to think of things to write. These questions may help you too:

1. What new things do you have?
2. What interesting things have happened to you this week?
3. What friend do you wish were here so that you could talk to him? What should you like to tell him?

Writing your letter

Write your letter. Try to place the five parts of your letter correctly. Use capital letters and punctuation marks where they are needed.

Correcting your letter

Read your letter carefully. Can you make it more interesting? Does it show that you are really thinking of the person to whom it is written? Improve your letter if you can.

Use the rules for capital letters and marks of punctuation that were written for your bulletin board in one of your last lessons.

Compare your letter with the letter on page 55 and those on pages 60 and 61. Is each part of your letter written in the correct place? Is the letter well spaced? Write the letter again if you need to.

On a piece of paper the size of an envelope, write the address that you will use for your letter. Take your paper home with your letter. You can use it as a model when you address your envelope.

2. *What prize have you won?*

CHAPTER NINE

Using Words Correctly in Letters

1. A Review

Talking together

Decide with your class which of the two words given in parentheses belongs in each blank in this letter.

Dear Sue,

Yesterday was my birthday. wish you could have ___1___ (ate, eaten) some of my cake. We had a fine supper. After supper Daddy called to me. I ___2___ (ran, run) to see what he wanted. He showed me a new doll house that had ___3___ (come, came) for me. A man had brought it and had just ___4___ (went, gone) away.

Betty

To do by yourself

First, think which of the two words after each sentence should be used in the blank. Next, write on a sheet of paper the numbers from 1 through 16. Then, after each number, write the word that belongs in the blank that has the same number.

Who ___1___ to see you last evening, Mother? (come, came)

Aunt Mary ___2___ over for a few minutes. (come, came)

Who else ___3___? (come, came)

No one. Sally had ___4___ to the library with Uncle Fred. (went, gone)

Sally hasn't ___5___ to see us for a long time. (come, came)

Aunt Mary ___6___ the book that you wanted. (bring, brought)

Have you ___7___ breakfast yet, Mother? (ate, eaten)

Yes, I ___8___ with Daddy. (ate, eaten)

Has he ___9___ to work? (went, gone)

Yes, he ___10___ a half hour ago. (went, gone)

What had he ___11___ for breakfast? (ate, eaten)

He ___12___ fruit and cereal. (ate, eaten)

I ___13___ that yesterday. (ate, eaten)

Have Betty and Helen ___14___ to school yet? (went, gone)

Yes, they ___15___ by a minute ago. (run, ran)

They have often ___16___ a race to school. (ran, run)

As your teacher reads aloud the correct word for each blank, check your paper. Correct any mistakes that you may have made.

2. Use of *Is, Are; Was, Were*

To read and think about

> **In speaking of one person or thing, use the word *is*.**

1. There *is* a light burning.
2. John *is* here.
3. *Is* Mary coming?

In speaking of more than one person or thing, use the word *are*.

1. There *are* lights burning.
2. The boys *are* here.
3. *Are* the girls coming?

Use the word *was* in speaking of one person or thing.

1. Mary *was* at the party.
2. It *was* at Dick's house.
3. *Was* it a birthday party?

Use the word *were* in speaking of more than one person or thing.

1. The twins *were* at the party.
2. Six boys and girls *were* there.
3. *Were* any of the teachers there?

With the word *you*, use *are* or *were*, no matter how many persons or things are meant.

1. John, you *are* to stay here.
2. Tom and Henry, you *are* to go.
3. *Are* you waiting for me?
4. *Were* you there, Mary?
5. *Were* you and Tom there?

Never say *ain't you, is you,* or *was you.*

Talking together

How can each of these sentences be changed to make it tell or ask about more than one person or thing?

1. A car is passing. Cars . . .
2. A man was on his way to work. Men . . .
3. There is a whistle blowing.
4. Was the train on time?
5. Is the basket ready?
6. A bell is ringing.
7. A boy was hurrying.
8. Was the girl late?
9. There was an office on the corner.
10. Was the child safe?

Decide whether *is* or *are* should be used in each of the blanks in this letter:

Dear Jack,

The Fair _1_ to open tomorrow. _2_ you going? Five of us boys _3_ planning to start at nine o'clock. The tickets _4_ twenty-five cents apiece.

Tom

Decide whether *was* or *were* should be used in each of these blanks:

Dear Polly,

_5_ you at the Fair yesterday? Betty and I _6_ there. We saw many things. There _7_ many horses in a large building. The one we liked best _8_ a pony that did tricks.

Jane

Testing yourself

Think of the right word for each of these blanks. Use *is* or *are.*

Dear Grace,

Next Monday __1__ Helen's birthday. Mother and Dad __2__ to have a party for her. Ten girls __3__ to be there. __4__ you going? Four of us __5__ going together.

Betty

In each of these blanks use *was* or *were*:

Dear George,

Yesterday Dick and I __6__ at the museum. __7__ you ever there? We saw many things that would interest you. In one room there __8__ the skeleton of an elephant. In another room there __9__ cases of stuffed birds. The ostrich __10__ the bird we liked best.

Frank

Writing the correct words

On the left side of a sheet of paper write the numbers from 1 through 10 in a column. After each number write the word that you chose for the blank that has the same number.

Check your paper as your teacher reads aloud the correct words. If you made a mistake, read again on page 64 or 65 how to use the word you missed. Then correct your paper.

3. Learning to Write *To, Two, Too; There, Their* Correctly

Reading to yourself

The words *two, too, to* sound alike but they are spelled differently and they mean different things.

> ***Two* is a number. It has no other meaning.**

Two is used correctly here:

1. I have *two* pigs to feed each day.
2. I gave *two* books to Jack.

> ***Too* means *also* or *more than enough.***

Too is used correctly here:

1. I shall go *too*. (also)
2. There is *too* much sugar in the pie. (more than enough)

To has many different meanings and uses. You know many of them.

Their and *there* sound alike, but they are spelled differently and have different meanings.

> ***Their* should be used when you write about something that belongs to, or is owned by, more than one person. *Their* is used to show ownership.**

Their is used correctly here:

1. Are you going to *their* house?
2. They brought *their* lunches today.

> ***There* has many meanings. Often it means *in* or *at that place.***

There is used correctly here:

1. *There* is your ball.
2. *There* are two football games in town today.

Talking together

Help your class decide whether the correct word for each blank in the following sentences is *to*, *two*, or *too*:

1. . . . boats are sailing across the lake.
2. The wind may be . . . strong for the smaller boat.
3. John says that the smaller boat leaks . . . .
4. From here we can't see the judges signal . . . the winning boat.
5. It's . . . late . . . see the . . . boats cross the finish line.

Help decide whether to use *their* or *there* in filling each of these blanks:

Dear Mary,

Next Saturday is Aunt Jane's wedding. Are you going to be . . .? My two uncles are going to take me in . . . car. We plan to get . . . early. We want to see the bride and groom and all of . . . presents. What time will you be . . . if you come?

With love,

Betty

Testing yourself

Think which word is correct for each numbered blank.

Choose TO, TWO, *or* TOO:

Did Jim go __1__ the ball game __2__?

Yes, he went __3__ the game at __4__ o'clock.

Did Jack and Bob go __5__?

No, they had __6__ rake leaves.

Did Jim walk __7__ the game?

No, he said that was __8__ slow.

He decided __9__ ride with Dad.

Are there to be __10__ games today?

Choose THERE *or* THEIR:

Where is Tom's house? Are you going __11__ too?

It is __12__ on the corner.

Who else will be __13__?

Sam and Sue are coming. They will bring __14__ skates.

The girls will bring __15__ bicycles.

Number a paper from 1 through 15. After each number on your paper write the word that should be used in the blank that has the same number.

Check your paper as your teacher spells the correct word for each blank. Study again on page 66 how to use correctly each word that you used wrongly. Write correctly each sentence in which you made a mistake.

4. Words That Have Opposite Meanings

To read and think over

Look at the picture of Jack and Ring. Then, as you read this letter, think whether it seems to tell the truth.

Dear Tom,

I know that you will (1) *dislike* this picture of your cousin Jack and his dog Ring. As you can see, they are (2) *enemies.* Ring is naturally a (3) *surly* dog. Jack treats Ring so (4) *cruelly* that the dog always (5) *dreads* to be with him. From the way they look, you can guess that they are (6) *hardly ever* together. They (7) *hate* each other. They (8) *never* play games together, for each one is (9) *unwilling* to share his pleasures with the other. I am (10) *glad* that every boy doesn't have such a dog.

With love,
Uncle Henry

For each numbered word in the letter, select a word (or words) from a group with the same number. Choose the word (or words) that makes the letter seem true. Use your dictionary if you need to look up the meaning of a word.

Copying the letter

Copy the letter, putting in the words you chose to take the places of those in italics.

1. regret
   pity
   enjoy
   treat

2. cousins
   friends
   strangers
   classmates

3. mean
   friendly
   vicious
   sneaking

4. queerly
   often
   kindly
   harshly

5. fears
   dislikes
   is eager
   avoids

6. seldom
   nearly always
   never
   not often

7. love
   despise
   fear
   dislike

8. frequently
   ever
   rarely
   cannot

9. eager
   slow
   unhappy
   too selfish

10. delighted
    very sorry
    rejoiced
    pleased

Talking together

Listen carefully as someone chosen by the class reads his letter aloud.

With the class decide which word (or words) in each group makes the letter tell what seems to be true. Use the picture to help you.

Help the class decide why some of the words in each group do not fit the true letter.

rmstrong Roberts

THE BEST OF FRIENDS

Thinking about the picture

Are Jack and his dog fond of each other? What makes you think so?

1. Has a party been given for you? What happened there?

5. Using What You Have Learned

Reading and thinking

Think of someone to whom you would like to write a letter. Then think of topics to write about. The pictures on this page and the questions below may help you.

1. What fun have you had on a holiday?
2. What contest have you won?
3. What exciting thing has happened to you or to someone whom you know?
4. What has happened to a friend of the person to whom you are writing?

Writing your letter

Now write your letter. Place all parts of the letter correctly. Use capital letters, periods, question marks, and commas where they should be used. If you use the words *to*, *too*, *two*, *there*, and *their*, be sure to use them correctly.

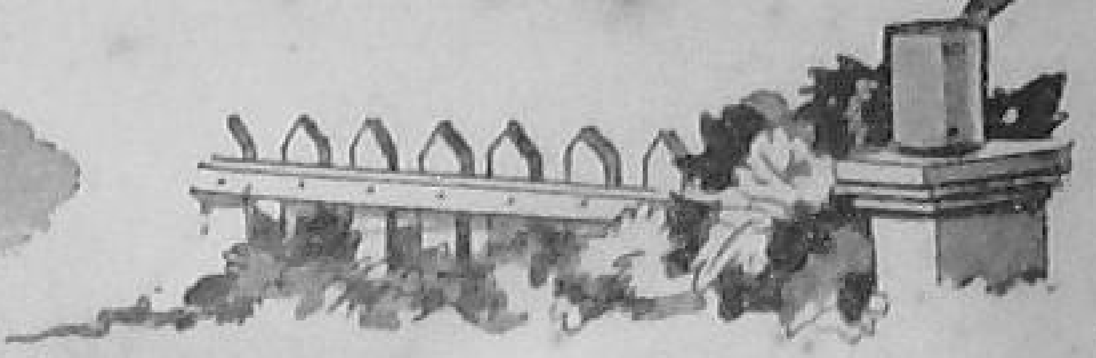
Checking your letter

Use your rules for capital letters and punctuation marks in letter writing to help you check what you have written.

Compare your work with the letter on page 55. When you are satisfied with your letter, address an envelope carefully, put the letter into it, and mail it.

2. What brave thing have you seen, done, or heard about?

More Practice



I

Copying a letter

Pretend that Miss Blake was your teacher last year and that you are writing her this letter.

My dear Miss Blake,

I wish you could have seen our hobby show this year. Bill Thomas showed pictures from his collection of famous baseball players. Mildred Andrews brought one of her ten dolls that came from far-away countries. Lois Atkins brought her scrapbook showing pictures of horses. The class thought that Lura Hancock had the best hobby of all. Her hobby is cooking. She brought a box of fudge and let us sample it.

I hope that you like your new school. Do any of the boys and girls in it have interesting hobbies?

Take a sheet of paper and copy the letter. Use for a heading your own address and the present date. Add a closing and sign your own name.

Addressing an envelope

After you have finished the letter, draw an envelope on a sheet of paper. Address this envelope to Miss Agnes Blake, Wilson School, Greensburg, Indiana. Put your name and return address in the right place.

Checking your work

In writing the letter and the addresses, did you follow the pattern on page 60 and the rules on page 59?

Did you begin each name in the heading with a capital letter? Did you use capital letters where they are used in the letter?

Did you use a comma in the heading to separate the parts of the address? Did you use a comma to separate the parts of the date? Did you punctuate the rest of the letter in the right way? Correct any mistakes that you find.

II

A letter to copy and complete

Begin another letter to Miss Blake. First, write your own address and the date for today as a heading. Put in a suitable greeting.

Next, copy the following two paragraphs as the body of your letter. For each blank in the paragraphs, choose the correct word from those that come just after the blank.

More Practice

When you ___1___ (was, were) here last year, you told our class that ___2___ (their, there) ___3___ (was, were) thousands of birds starving ___4___ (to, too, two) death because they ___5___ (was, were) not able ___6___ (to, too, two) get ___7___ (their, there) own food. This fall Dad and I made a bird feeder. It ___8___ (is, are) a wooden shelf about ___9___ (to, too, two) feet square and is fastened ___10___ (to, too, two) my bedroom window sill.

For ___11___ (to, too, two) weeks after the feeder ___12___ (was, were) put up, not a bird came. Now many ___13___ (is, are) coming. Every morning when I get up, ___14___ (there, their) ___15___ (is, are) song sparrows and chicadees begging for ___16___ (their, there) breakfasts. On some mornings a goldfinch is ___17___ (there, their). One morning it was raining ___18___ (to, too, two) hard for me ___19___ (to, too, two) give them ___20___ (their, there) food at the usual time. When the rain stopped, they tapped on the window pane with ___21___ (their, there) bills to remind me that they ___22___ (was, were) hungry.

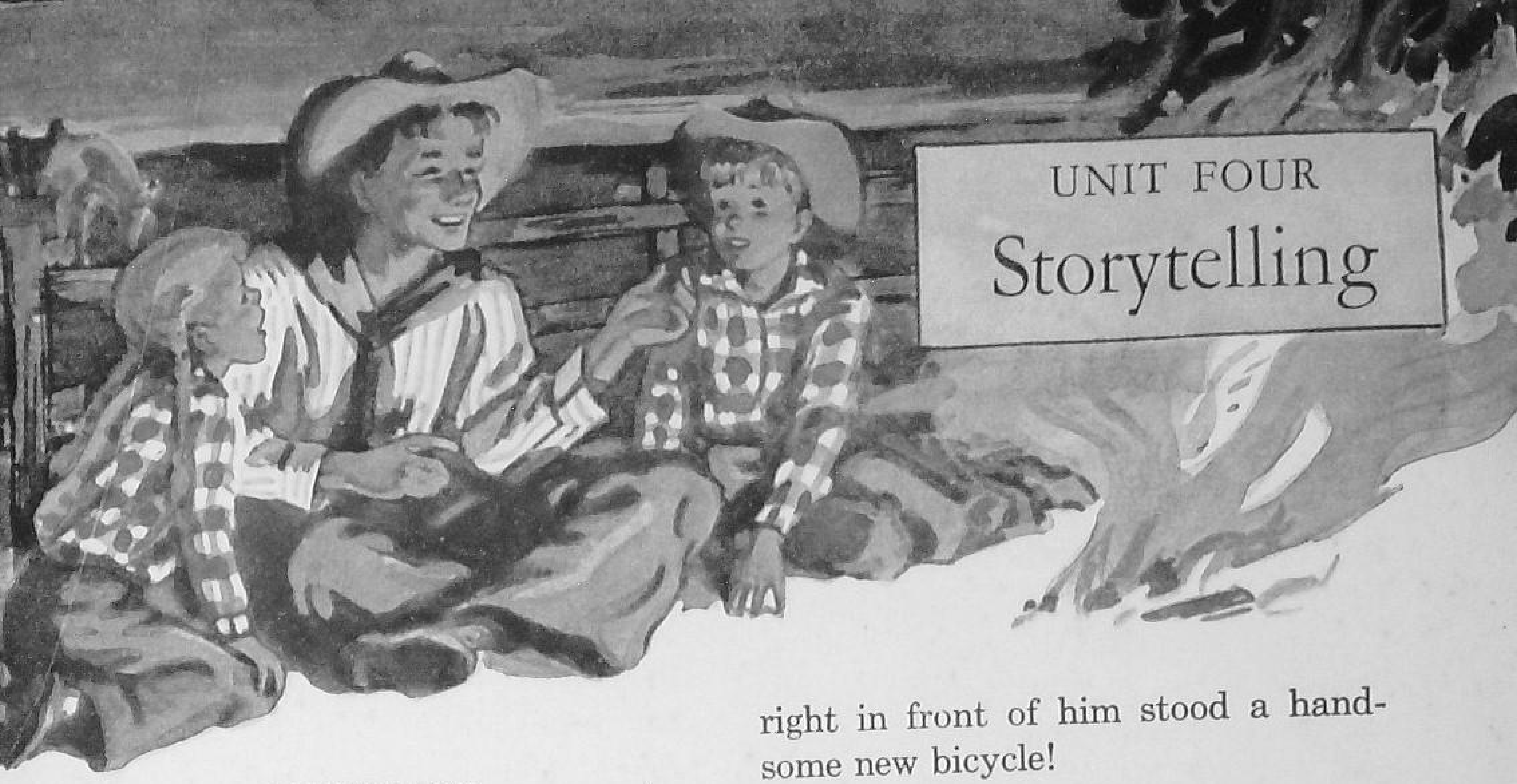
Add a closing that you think is proper to use and then sign your own name. Draw an envelope and address it correctly.

Checking your work

Give your paper to someone to check while you check his. Use these rules to help you:

1. Use *are* and *were* with *you* and with words that mean more than one person or thing.
2. Use *too* to mean *also* or *more than enough.*
3. Use *two* as a number that means *one and one.*
4. Use *their* only in speaking of something that belongs to more than one person.

Correct your mistakes. Make a correct, clear copy of your letter and hand it to your teacher.



UNIT FOUR
Storytelling

CHAPTER TEN

Stories for the Story Hour

1. Stories with Surprises in Them

Stories to read and think about

A story should be about something exciting or funny, or about something else that has a surprise in it. Find the surprise in this story that Sue told:

PETER'S BIRTHDAY PRESENT

Peter woke up early on the morning of his tenth birthday. He hurried down to breakfast, expecting to find a new bicycle. At the side of his plate he found a book from his mother and a game from his father. Nothing else was in sight. No one said a word about a bicycle. During breakfast Peter tried not to show that he was disappointed. After breakfast he went out as usual to open the garage doors for his father. As he swung open one of the big doors, right in front of him stood a handsome new bicycle!

Below is an unfinished story that Dick told. Does the first sentence give you a hint of what is going to happen to Sally? Think of a sentence that will make a good ending for the story. It should explain what had happened.

LOST IN A STORE

When Aunt Sally was little, she liked to crawl into boxes, cupboards, drawers, or other places to hide. One day she went shopping with her mother. While her mother was buying some furniture in a store, Sally wandered off. It was several minutes before anyone noticed that she was gone. Her mother and the clerks looked over the store quickly, but did not find her. Then her mother called the police and asked them to search the city. Just as she was about to leave the store, a clerk called "Here she is!"

Questions to talk over

1. Why is *Peter's Birthday Present* an interesting story?
2. What is said in the first part of the story that makes you wonder what is going to happen?
3. What is the surprise in the story?
4. Which part of the story tells whom and what the story is about?
5. In what part of the story is the surprise told?
6. What is said in *Lost in a Store* that gives you a hint of what the ending will be?
7. What endings for *Lost in a Store* were chosen by the class? Which was the best ending? Why?
8. Did anyone guess the ending that Dick gave? (See the footnote at bottom of page 233.)

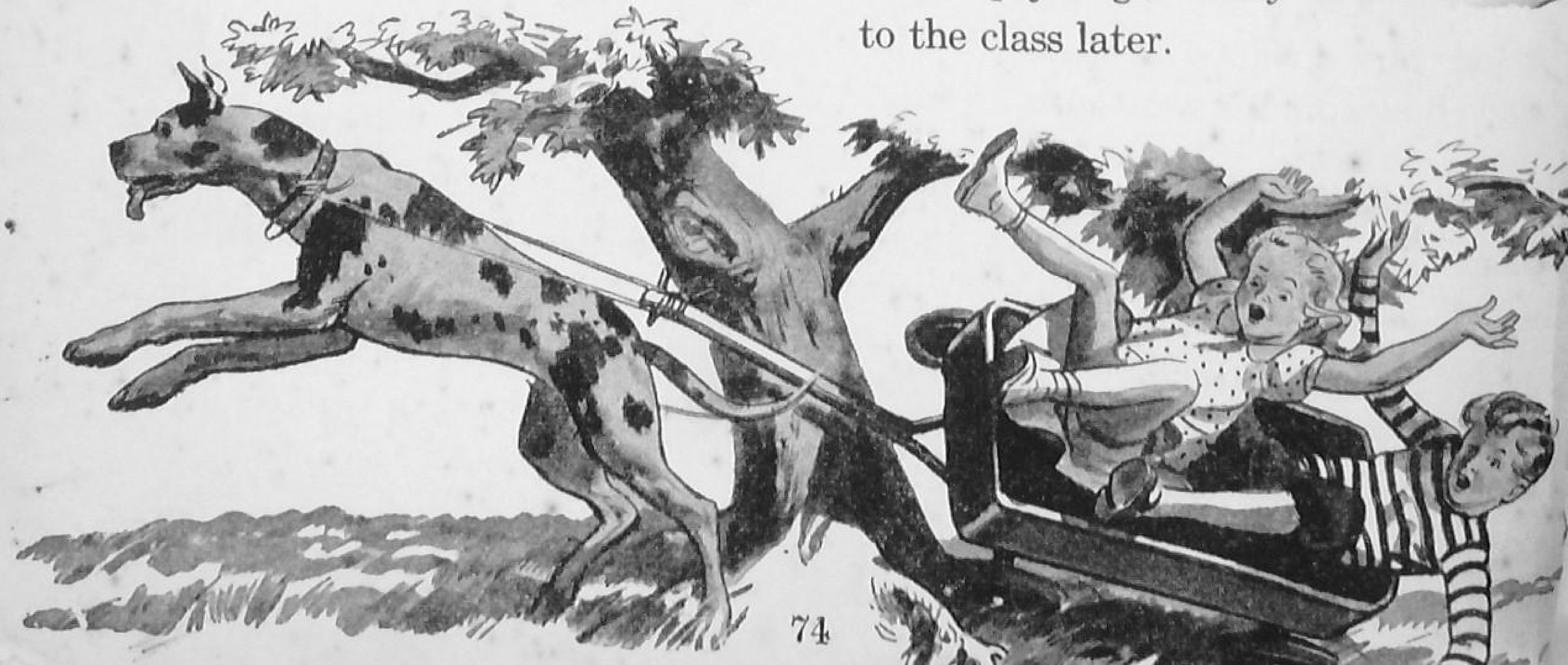
To do by yourself

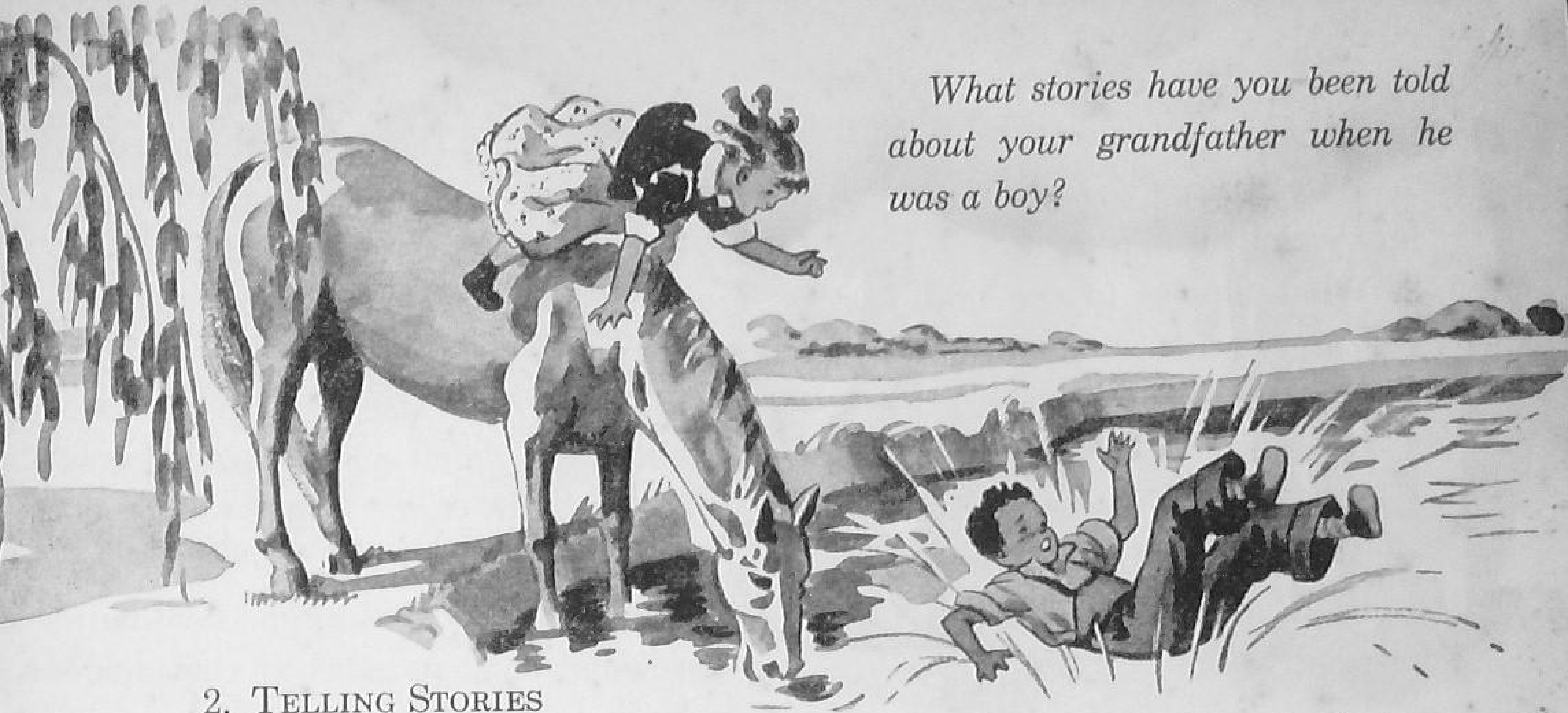
Think of a story to tell your class in your next lesson. The following questions and those with the pictures on these two pages may help you.

1. Have you ever been lost? How did it happen? How did you feel? What did you do?
2. Have you ever been in a place where you found something that was a surprise to you? Where were you? What happened?
3. What surprising thing has happened at home or at school that made everyone laugh? What happened first? Next? After that?
4. What good story have you read or heard?

Choose a story that will interest the class. In the beginning of it make clear what the story is about and try to give a hint of what is going to happen.

After you have planned what to say in your story, practice telling it to someone at home or at school. This will help you get ready to tell it well to the class later.





What stories have you been told about your grandfather when he was a boy?

2. Telling Stories

To read and think over

Here is a story that Sam told:

My brother John likes cake and ice cream. At the cafeteria last Saturday he saw something that looked like large squares of delicious yellow cake. He chose the two biggest pieces that he could see and took some ice cream. He didn't take much else to eat. When Dad saw what John had done, he didn't say a word. He just winked at me. John sat down and took a big bite of his delicious cake. Then he looked surprised and grinned foolishly. The big yellow squares were corn bread!

"Did he have to eat all of it?" asked Tom when Sam had finished his story.

"No, but he thought he would," replied Sam. "Dad waited a few minutes. Then he said 'Johnny, maybe you'd like some good food and *one* piece of cake?' We all laughed and Dad sent John back to get a good lunch."

Talking about titles

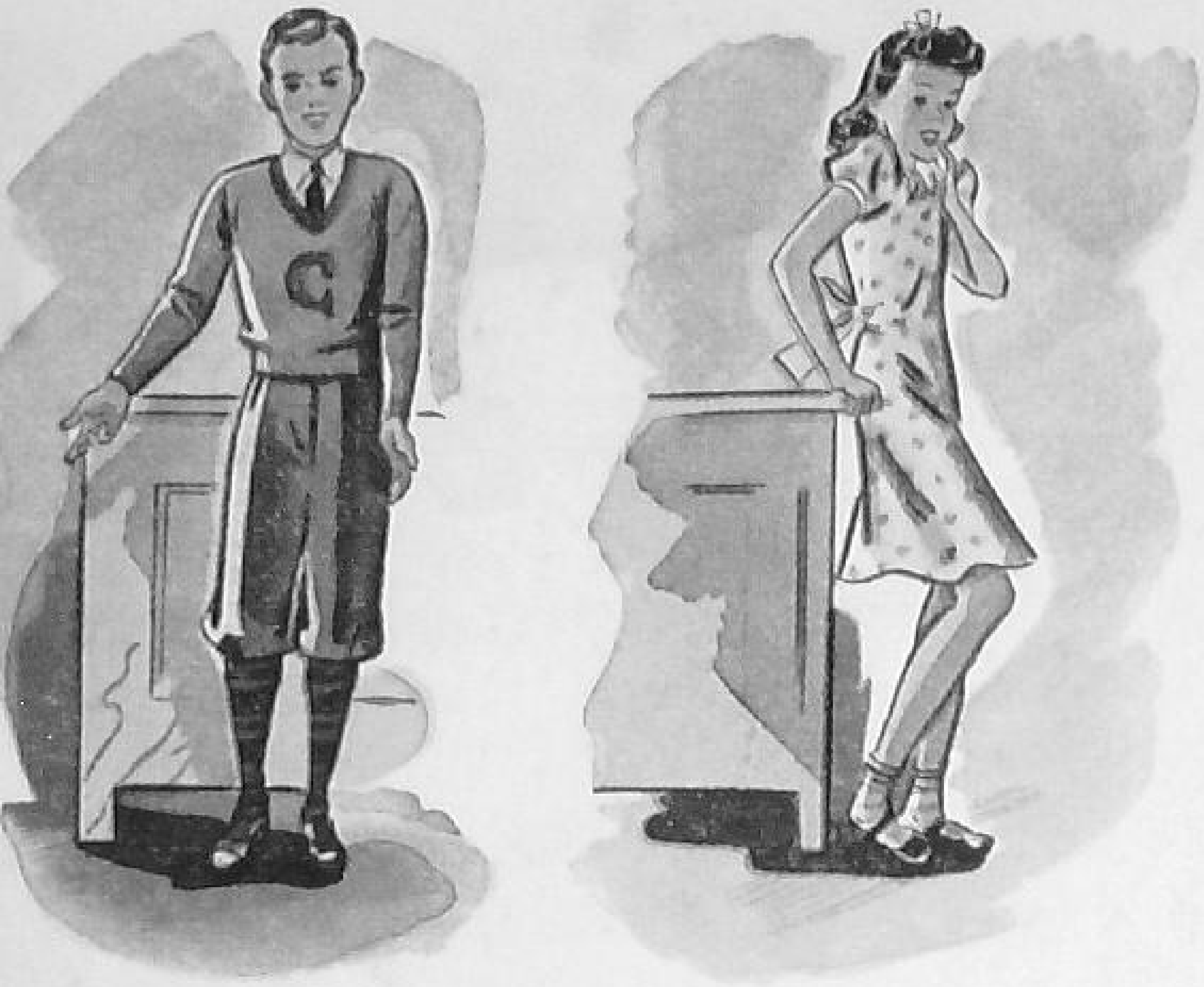
Decide with your class which of these titles fits Sam's story the best. Which one would make people want to hear the story?

My Brother John
It Looked Like Cake
A Hungry Boy
Eating Supper
Too Much Cake
Choosing What to Eat

Telling stories

Think of a title for the story that you have chosen to tell to the class. Choose a short title that will make the class want to hear your story. Then take a minute or two to get your story well in mind.

When your turn comes to tell a story, give your title.



In telling your story, stand or sit quietly in an easy position. Use a pleasant voice.

Listen carefully to the stories told by other boys and girls. If you think of a question that you would like to ask about a story, ask it after the story has been told.

3. Improving Stories

To read and think over

When Mary told this story to her class, she did not tell enough to make it interesting.

A RUNAWAY TURKEY

Last Monday Helen and her brother Frank bought a live turkey at Mr. Brown's farm. They put it into a sack, laid the sack in the back of their car, and started home. The turkey got out and ran away. Frank had a hard time catching it before they got home.

Improving Mary's story

The pictures on page 77 tell some interesting things that Mary might have used in her story. Study the pictures and think of answers to the questions under them.

Talking together

If you are asked to do so, tell the story to the class and put in what you think should be told. Help the class to decide what should be added to Mary's story to improve it.

When John told the following story, he failed to keep to the topic of the story. He put in sentences about another topic. Decide with your class what he should have left out.

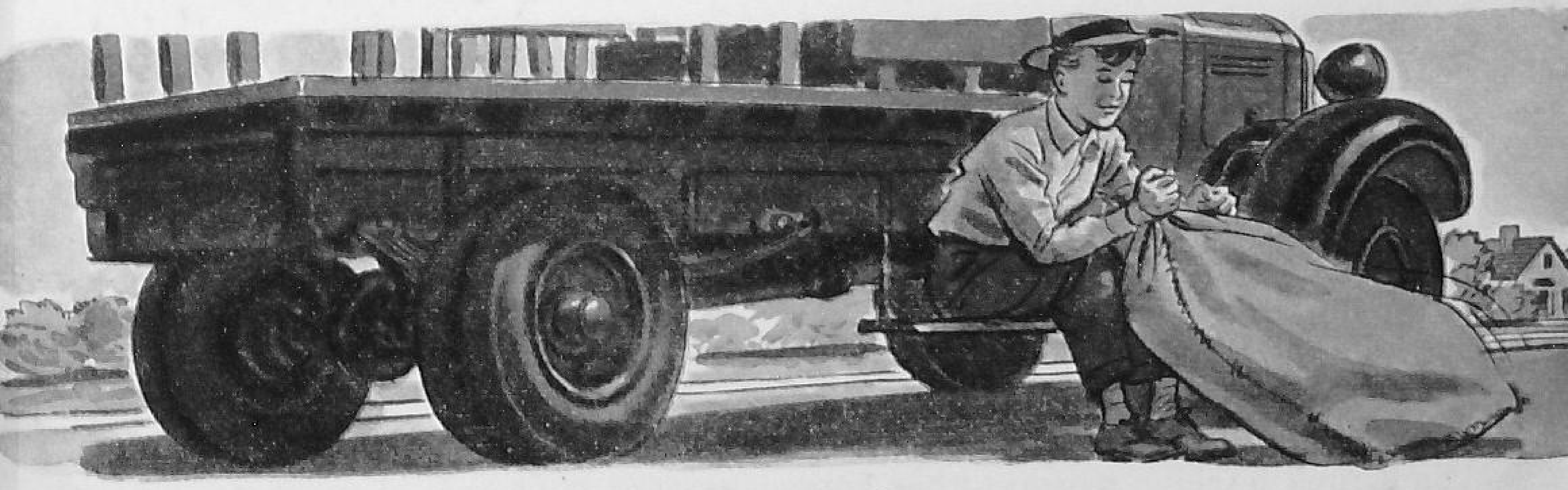
A RESCUE

Near Tom's house there is a river in which the water runs very swiftly. One afternoon Tom found a boat and started out for a row. Before he had reached the middle of the stream, the swift current caught his boat. Tom tried to turn back, but could not. He began to think that he would never get home. Just then his big brother came to his rescue. Tom's brother goes to high school. He wears a sweater with big letters on it. The sweater is white and the letters are green.

1. *What happened when the truck hit a bump?*

2. *How did Frank try to catch the turkey? What happened when he stumbled over a rock?*

3. *Where did he catch the turkey?*



4. *What did Frank do after he caught the turkey?*

When Helen told the following story, she did not tell things in the order in which they happened. Decide with your class the order in which the sentences should have been given.

BUTTED OVER BY A RAM

1. Yesterday when I went out with Uncle John to help feed his sheep, I had a surprise. 2. I held out a handful of corn toward a young ram. 3. It ate all the corn I had. 4. It seemed very gentle and soon came up and began to eat. 5. As I stooped over to get another handful of corn I heard the ram make a queer noise. 6. Then I turned around to get more feed for it. 7. The next thing I knew I was bumped hard and I tumbled over the basket. 8. I didn't feed that ram from my hand again!

Making a record together

Help your class make a set of rules to use in telling stories. Try to think of a rule that someone else has not given. Tell it to your teacher so that she may write it on the board.

The record might begin in this way:

RULES FOR STORYTELLING

1. Choose a story that your listeners will like to hear.

These questions may help you think of some of the other rules:

1. In what part of the story should you give a hint of what is to happen?
2. Where should you tell the surprise or the most exciting part of the story?
3. What three things must you do to make your story easy to understand? (Give a rule for each one.)

Something to do by yourself

Make a copy of the rules. Keep it to use later.

4. Planning Stories for a Story Hour and a Class Book

Choosing a story to tell

Think of something exciting or amusing that has happened or that you have read about. Then plan a story to be used in your next Story Hour. Perhaps afterwards the story can be put into a class book.

To help you think of a story, you may use the picture and the question on these pages and the pictures that have come earlier in this book. You may also use the questions at the top of the next column:

1. What narrow escape from danger have you had? Where were you? What happened?
2. What funny trick has someone tried to play on you? What did he do? How did you get the better of him?

Deciding what to say

After you have chosen a story that you think your class will enjoy, decide what to say. In planning your story, use the rules that you wrote in your last lesson.

Be sure to think of a good beginning sentence. It may be something like one of these:

1. When Dad was a boy, he had a pet bear.
2. A funny thing happened at home last week.
3. Once I was in a swimming race.
4. I shall never forget one thing that happened to me.
5. Have you ever been left in the dark?

Think what you will say in telling what happened. Do the following things:

> **Keep to one story.**
> **Tell enough to make the story interesting.**
> **Tell things in the order in which they happened.**

Practice telling your story

After you have decided what to say in your story, practice telling it to someone at home or at school.

5. Using What You Have Learned

Getting ready for a Story Hour

Write on a slip of paper the title of the story that you planned for this Story Hour. Sign the paper with your name.

Give the paper to your teacher or to someone chosen to announce the stories. Then take a minute or two to get your story well in mind.

Telling and enjoying stories

When your story is announced, tell it as well as you can. Remember to stand or sit quietly in an easy position. Do not make fidgety motions. Use a pleasant voice. Speak loud enough for all to hear.

What story can you tell about something unexpected that happened?

Listen carefully to stories told by other boys and girls so that you may enjoy them. After each story is told, ask questions that you would like to have answered.

Talking together

With your teacher's help the class should try to answer this question: To which of the following rules does the class need to pay more attention?

RULES FOR STORYTELLING
1. Choose a story that your listeners will like to hear.
2. Show clearly whom and what your story is about.
3. In the first sentence or two give a hint of what is going to happen. Lead up to a surprise or something exciting.
4. Keep to one story, but tell enough to make the story interesting.
5. Tell things in the order in which they happened.
6. Know your story well before you try to tell it.
7. In telling your story, stand or sit quietly in an easy position.
8. Use a pleasant voice. Speak distinctly and correctly.

Writing for your class book

Perhaps your class may wish to plan a book made up of the stories told. It might be called *Our Stories.*

With the pattern on page 32 in mind, write your story. Try to make it good enough to use in *Our Stories.*

After your story is written, ask your teacher to check it. Make a new copy if you need to. Then give your story to your teacher or to the boys and girls chosen to take charge of the class book.

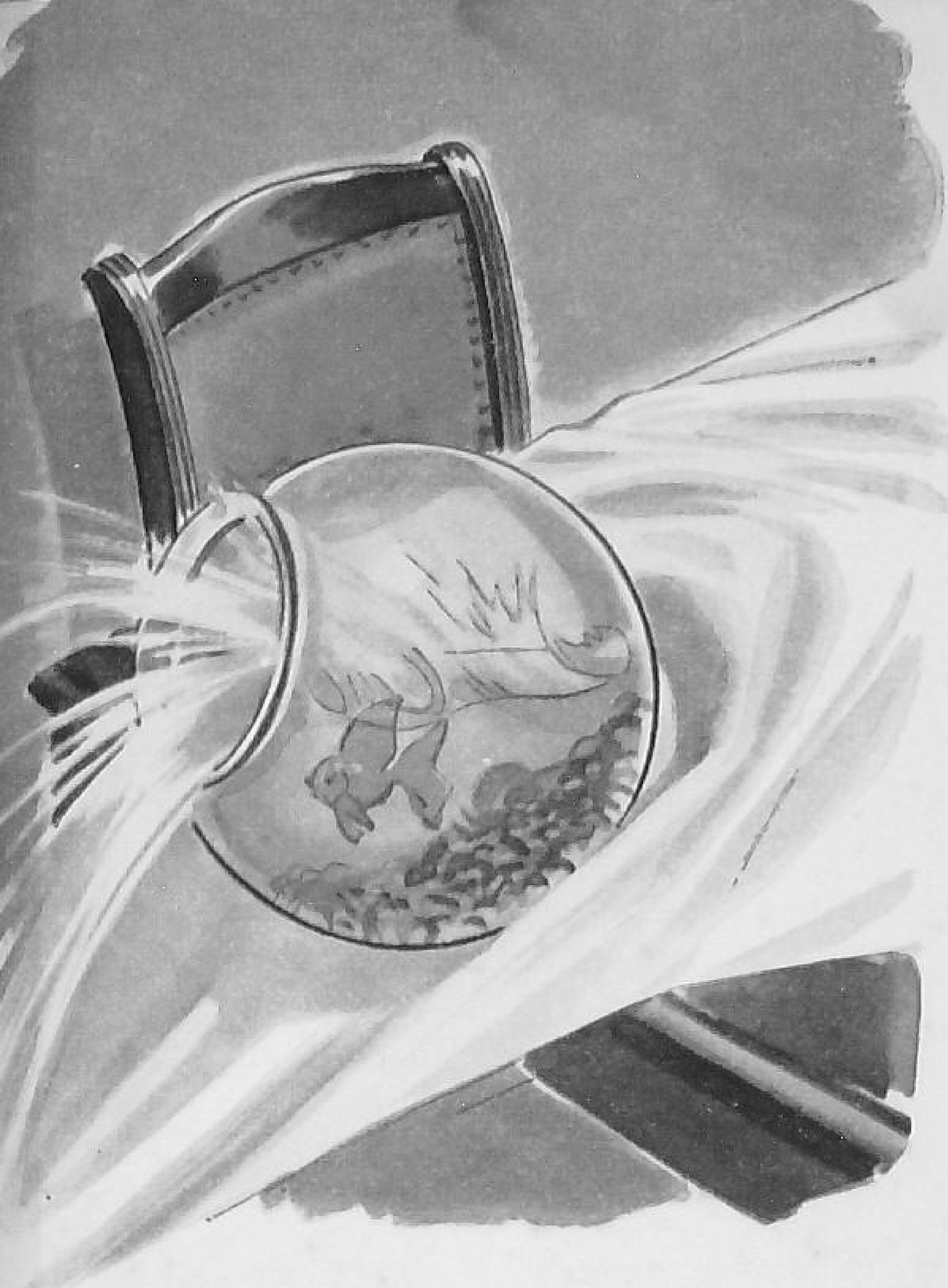
CHAPTER ELEVEN

Using Good Sentences in Stories

1. Making and Using Sentences

To read to yourself

When Ruth wrote the following story she made mistakes which make parts of the story hard to understand. Find those parts.



PATSY LEARNS A LESSON

My dog Patsy likes to tease our goldfish. Last week she jumped up and grabbed the table cover under the fish bowl. She pulled and pulled until she dragged the fish bowl off the table. Within an inch. When the bowl crashed on the floor, she was scared. As I came in. The room was a sight to see. When I found Patsy. She was dripping wet and the goldfish were squirming all over the floor.

Talking together

1. What did Ruth mean to say when she wrote *Within an inch* in the form of a sentence? Is that group of words a sentence? How do you know? What did she mean to say when she wrote *As I came in*?
2. Why is it impossible to know just what Ruth meant to tell when she wrote *Within an inch*, *As I came in*, and *When I found Patsy*?
3. Why should everyone be careful not to write a group of words in the form of a sentence unless the group is a sentence?

Finding and making sentences

Decide with your class which of the groups of words given here are sentences and which are just "dummies."

1. Patsy is a playful dog.
2. When she teases the goldfish.
3. The bowl, water, and fish.
4. She pulled the table cover too hard.
5. Squirming on the floor.
6. Patsy was dripping wet and surprised.
7. If Patsy learned a lesson.
8. The fish all week long.
9. Into a dozen pieces.
10. Patsy likes to play.

Think how you can use each "dummy" in making a sentence. What words will you add? When you have a turn, give one of the sentences that you made up. Anyone who fails to give a sentence should be asked to try again.

Writing sentences to answer questions

Think of a sentence to answer each of these questions. Use the picture on this page to help you. Then write your answers.

1. What kind of dog is Patsy, collie or scottie?
2. What color is she?
3. How would you describe her tail?
4. What will you say about her ears?
5. What kind of collar has she?
6. What is her house like?
7. How does Patsy seem to feel about playing with Ruth?
8. What kind of game do you think Patsy likes?
9. What would you call the game that Ruth and Patsy are playing?
10. How can Patsy hang on to the strap so well?
11. Why is the strap not likely to break?
12. Which one do you think will get tired first, Patsy or Ruth?

Correcting your work

Use these questions in correcting your sentences:

1. Have I put a period at the end of each sentence?
2. Did I begin each sentence with a capital letter? Did I begin the name of each person and the name of each pet with a capital letter?
3. Did I make the mistake of writing a "dummy" group of words in the form of a sentence?

Reading sentences aloud

If you are asked to do so, read your sentences aloud. The class will tell you whether each group of words that you wrote is a "dummy" or a sentence. If you do not understand why a mistake that you made is a mistake, ask the class to explain it.

2. Separating Sentences

To read and think about

In writing stories boys and girls sometimes run their sentences together. They may forget to put a

period at the end of one sentence and a capital letter at the beginning of the next sentence. Or they may use the word *and* or the words *and so* instead of a period.

Find the sentences that Jack ran together in this story:

A STRANGE BABY

Last week Sam and I found a baby squirrel in the woods its eyes were not open yet. We could not find its nest or its mother. Finally we decided to take it home with us and so we thought our cat that has new kittens could raise it. So far the cat has taken good care of the baby squirrel we do not know how she will treat it when it gets older and it will be fun to see what happens then.

Talking together

Decide with your class how the sentences that Jack ran together should be separated. Use these questions to help you:

1. The first two sentences in Jack's story are written as if they were only one sentence. Which word ends the first sentence? What mark should be placed after that word? How should the next word be begun? Why?
2. In what other places are sentences run together? Where should they be divided? How can it be done?

Separating and writing sentences

In each of these groups of sentences two sentences are run together. Find those sentences and decide how they should be separated. Then, as you copy one of the groups of sentences, separate them and write them correctly.

(1)

Jack was hurrying home. The wind was blowing hard it was very cold. The walks were covered with ice.

(2)

Tom was busy drawing a picture and it was a desert scene. There were camels and Arabs in it. Under some palms there was a tent.

(3)

It was nine o'clock one morning and when the doorbell rang Jane ran to the door. The postman had a letter for her. It was from her grandmother.

(4)

Betty was helping her mother she was watching the baby. Sometimes he runs away and gets into mischief. He is only two years old.

Checking and correcting your paper

After you have finished your paper, give it to someone to check while you check his. Correct any mistakes that you made in separating or in writing the sentences.

3. Keeping Sentences Apart

Thinking out sentences for a story

When Bill and some other boys were playing baseball, Bill's dog Rascal decided to join in the game. If you study the pictures on page 85, you can find out just what happened.

Think out, sentence by sentence, the story of the game. Use the questions below the pictures to help you.

Writing the story together

Help your class build the story by giving one sentence of it at a time for your teacher to write on the blackboard. If you think of a sentence, give it when you have a chance. In deciding whether a sentence should be used, think whether it belongs to the story and whether it tells something that has not been told before.

Checking the story

After the story is written, it should be read aloud and the class should improve the sentences if it is possible to do so. Use these questions in checking the sentences:

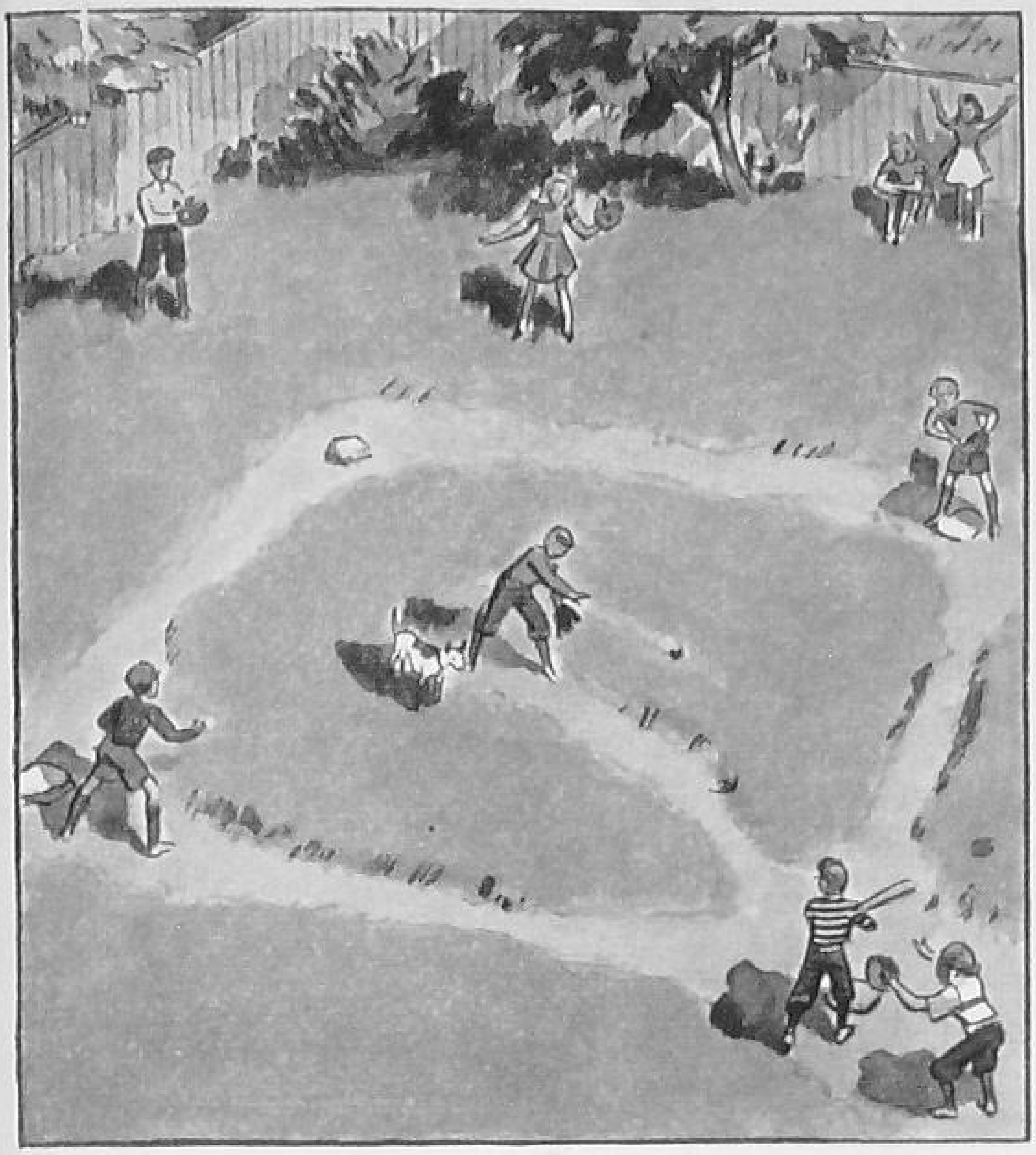
1. Is each sentence clear enough to be understood easily?
2. Does each sentence tell something that has not already been told?
3. Does it belong to the story?
4. Is each sentence in the right place in the story?
5. Are the sentences separated correctly?

Something to do by yourself

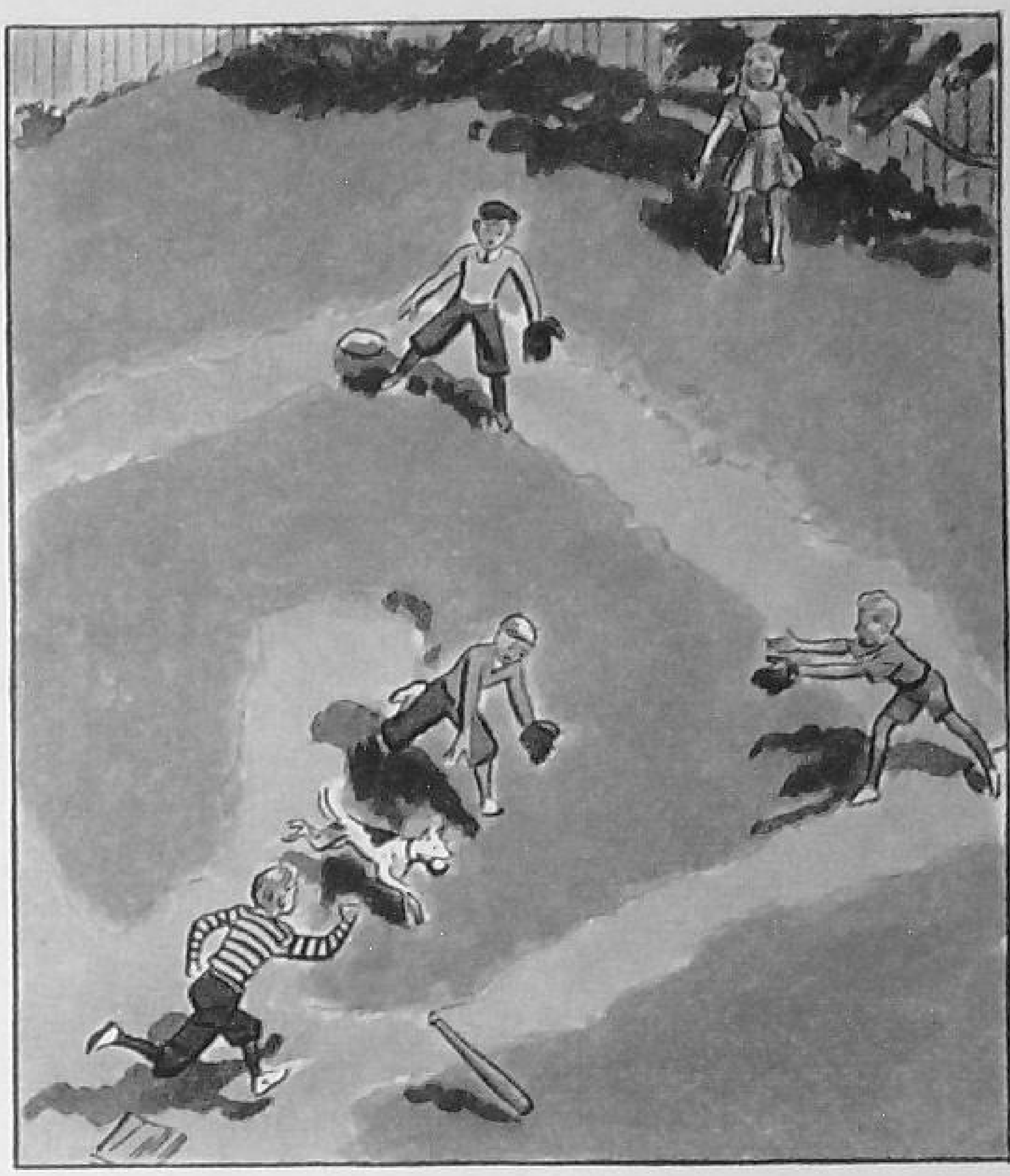
Think of at least three sentences that you might add to each of these stories. Then write one of the stories and add your own sentences. Keep the sentences apart.

(1)

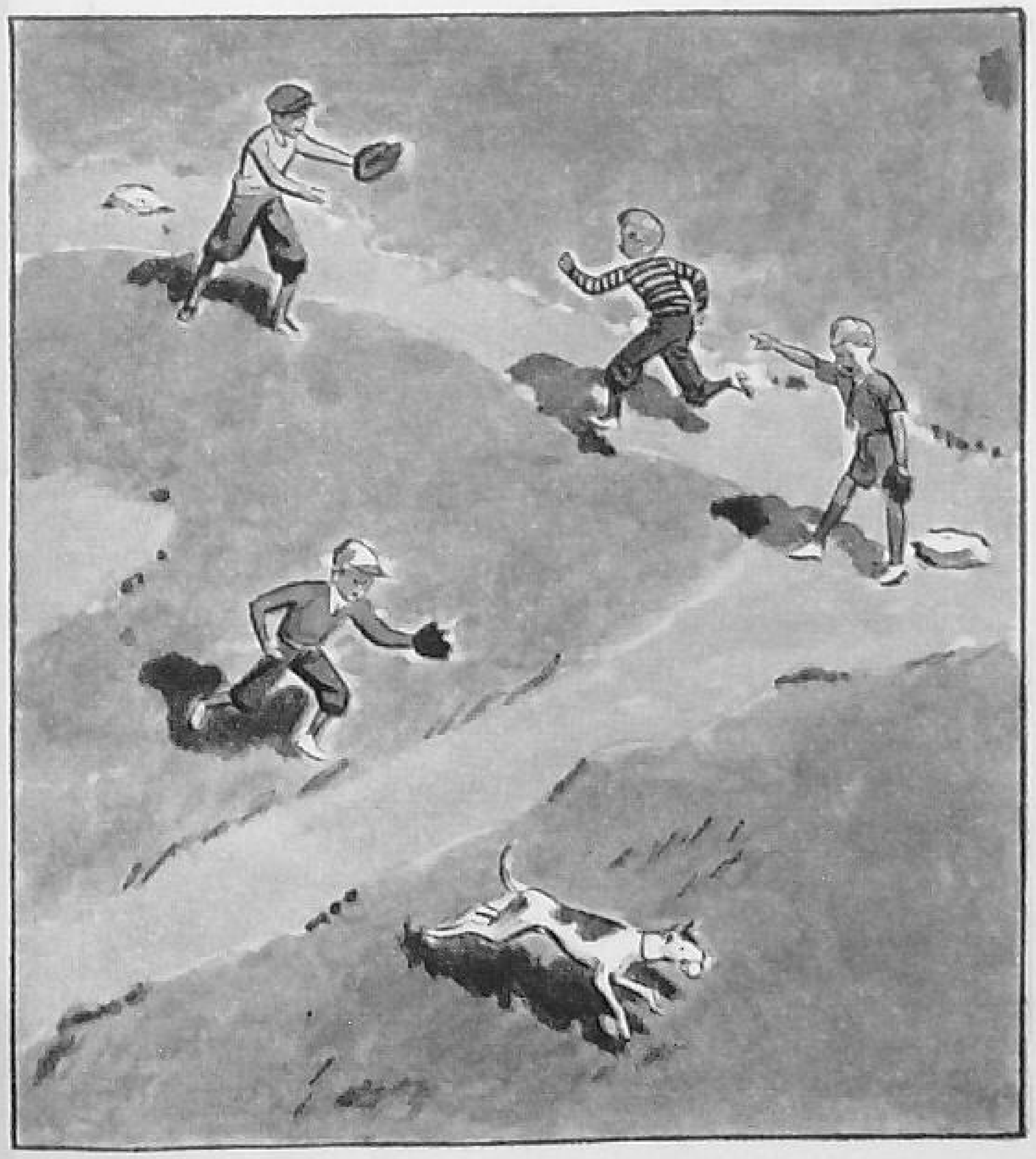
Tom's puppy drags off anything he can find. Yesterday some boys came home with Tom to play football. They pulled off their sweaters and threw them under a tree.



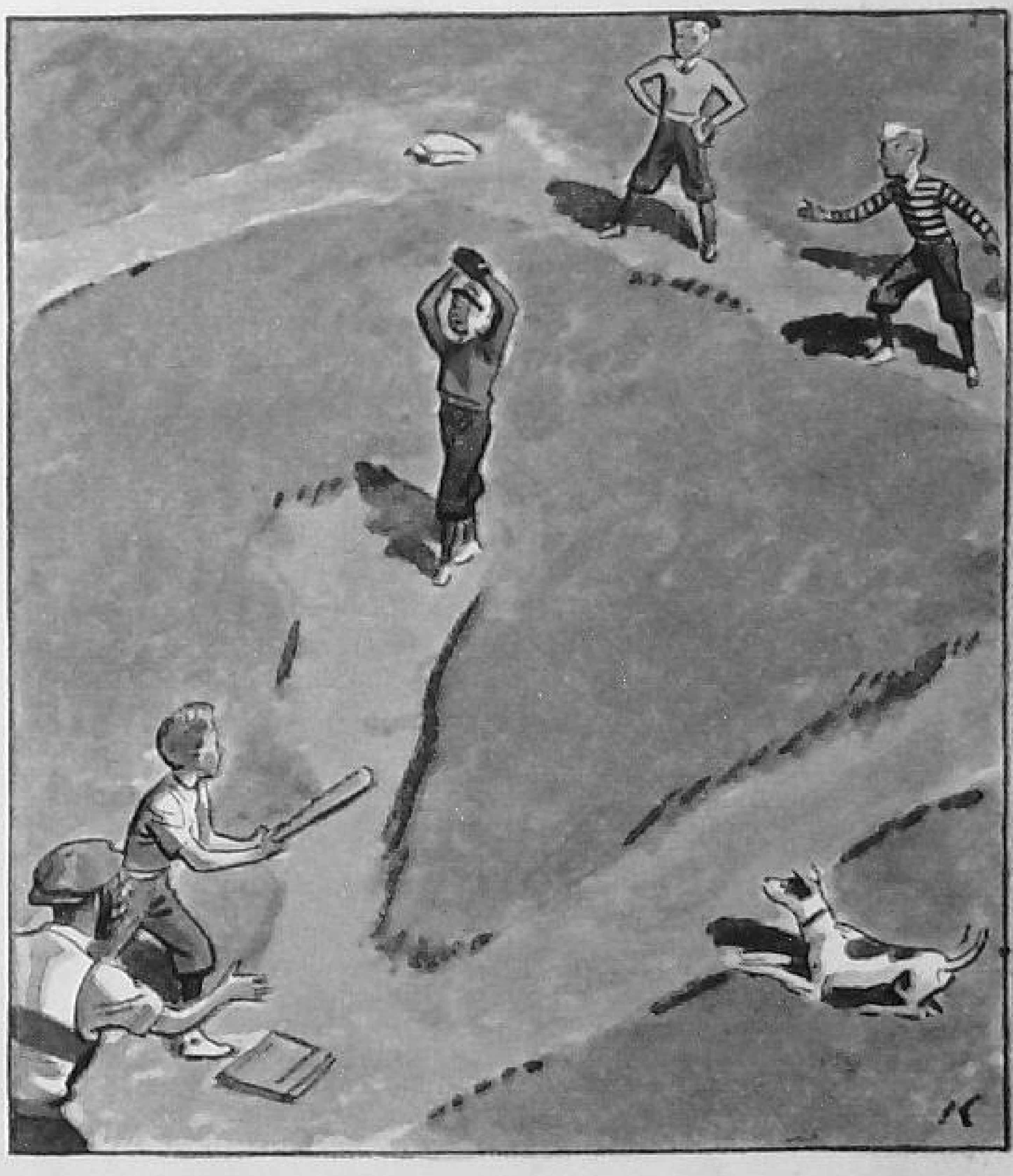
1. Whom did Rascal follow to the baseball grounds one afternoon?



2. What did Rascal do when Dick hit a ball that rolled toward Bill?



3. While the dog was being chased, what did Dick do? What did one of the boys do?



4. When the game started again, what did Bill make Rascal do?

(2)

Jane is afraid of cows. As she was crossing the field with her dog one day, some cows saw her. One cow raised her head and began to stare at Jane.

(3)

Betty is only nine years old, but she is no crybaby. One day she came home and found her house locked. No one was at home.

After you have finished a story, check your sentences to see that you have written each one correctly. Separate any sentences that are run together. Give your paper to someone to check while you check his. If you made any mistakes, correct them.

4. Using Words Correctly

To read and do by yourself

Think whether *to*, *two*, or *too*, should be used in each blank space in this story. Then write the numbers 1 through 13 in a column on a sheet of paper. After each number write the word that should be used in the blank which has the same number.

TWO PLAYFUL PUPS

When I went ___1___ see my Grandpa last week, I took my ___2___ pups along. After dinner Grandpa and I started for the woods. The pups wanted ___3___ go ___4___, but we left them in the kitchen with ___5___ bowls of milk and ___6___ rubber bones. When Grandpa and I got back ___7___ the kitchen, we found that the pups had done some mischief. One of them had stuck his head into a pitcher that was ___8___ tight for him ___9___ get off. We had to break the pitcher. The other pup had played ___10___ near a bucket of water and had fallen in. Both of them were ___11___ frightened ___12___ get into more mischief for a while. They were so tired that they crawled into a corner and went ___13___ sleep.

Checking your paper

Check your paper as your teacher spells aloud the correct word for each blank.

If you made a mistake, read again on page 66 how to use the word you missed. Then correct your mistakes.

5. Using What You Have Learned

Getting ready to write a story

Fred lives next door to Ruth and Anne. One afternoon he rode his new bicycle over to the place where they were building a playhouse. Look at the pictures on page 87. Can you tell what happened?

Think out the sentences that you would use in telling the story. How will you begin the story?

What will you say next? What after that? Use the questions below the pictures to help you.

1. Where did Ruth and Anne build their playhouse? Who came?

2. What did Fred do? What happened? How did the girls feel about it?

3. What did the girls do after Fred went away? What did they leave on the ground?

4. What happened next? How did Fred act? What did the girls do?

Writing the story

Study again on page 32 the pattern for beginning a report. Then write a title for the story about Fred. As you write the story, be careful to keep your sentences apart. Be careful, too, to make each sentence say what you want it to say.

Checking your paper

1. Is the title in the center and near the top of your paper? Did you begin the first letter of each important word of the title with a capital letter?
2. Is the first line of the story set in, or indented?
3. Look at your sentences. Does each sentence say what you meant it to tell? Have you run sentences together? Is each group of words that looks like a sentence really a sentence? Are the sentences written in the right order?
4. Look at the capital letters and marks of punctuation in your story. Did you begin each name with a capital letter? Did you begin each sentence with a capital letter? Did you put the right mark at the end of each sentence?

Correct any mistakes that you find. Then give your story to your teacher. If it is very good, she may ask to have it read. If it is very neat and correct, she may put it with other stories for the class to see.

CHAPTER TWELVE

The Use of Words in Stories

1. Pronouncing Words Correctly

To read to yourself

Think how to pronounce correctly each word printed in italics in this story:

FUN FOR THE DOGS

Yesterday three *men* were trying to catch two little dogs and put *them* into a *pen*. *When* Ed and I stopped to watch the *fun*, the *men* asked us to help *them catch* the dogs. "I *can catch* one in *ten* seconds," I boasted. *Then* I *went for* Fido, but I didn't notice *where* I *was running*. *Just* as I was about to get Fido, I *fell* down in a mud puddle. I tried *again* and *again*, but I didn't *catch* him. It must have been *fun* for the dogs to have so *many* people chase *them*.

More words to study

Do you pronounce *don't you* and *give me* clearly, or do you make them sound like *doncha* and *gimme*?

Think how to pronounce distinctly each pair of words in the first column on the next page. Then practice pronouncing the words in a low whisper.

Say:	*Don't say:*
1. want to	wanna
2. let me	lemme
3. give me	gimme
4. going to	gonna
5. don't you	doncha
6. won't you	woncha
7. don't know	dunno
8. come here	comere
9. have to	hafta
10. could have	coulduv

Working with others

Read aloud with other boys and girls the story *Fun for the Dogs*, each person reading a sentence. Anyone who makes a mistake in pronouncing any of the words printed in italics should be asked to read his sentence again.

Take your turn with others in pronouncing the words in the list above. Ask the class to correct you if you do not say each word distinctly.

Read the following sentences with other boys and girls, completing each one as you please. When it is your turn, read one sentence.

1. I don't have to . . . .
2. Do I have to . . . ?
3. Let me go . . . .
4. I am going to . . . .
5. Please give me . . . .
6. Don't you want to . . . ?
7. Mary, come here . . . .
8. If I had tried I could have . . . .
9. Won't you please . . . ?
10. I don't know where . . . .

Writing answers to questions

Answer each of these questions by writing a sentence. In each answer use the words printed in italics in the question.

11. Do you *want to* go to the football game today?
12. Are you *going to* get there early?
13. *Don't* you *know* what time it begins?
14. Do you *have to* go home first?
15. *Could* Bob *have* gone to the game?
16. When are you *going to* eat your lunch?
17. Do you *want to* eat now?

Use these questions in correcting your sentences:

1. Did you begin each sentence with a capital letter? Did you use a capital letter when you wrote *I*?
2. Did you put a period at the end of each statement? Does each answer that you wrote say what you want it to say?

Read your sentences aloud. Ask the others in the class to let you know whether you pronounced any words incorrectly. If you did, find out what they were.

2. Finding the Meaning of Words

To read to yourself

Decide for yourself how to arrange these words in alphabetical order:

alder	cottage	fabric
artist	cabin	forest
absent	cube	final
lost	quest	start
load	quick	storm
lobe	quack	stump

Some of the following words come near the beginning of a dictionary, some come near the middle, and some come near the end. Think where you should look for each word.

yarn	walrus
ancient	kidnap
lantern	vanquish
brick	dryad
starling	murmur
thrush	anger
cone	chisel
stern	frond
repose	girth

Talking about words

If you are asked to do so, give the first list of words in the alphabetical order in which you arranged them. Then take your turn in telling about what part of a dictionary each word in the second list is found.

Using the dictionary

Make a list of the words printed in italics in this Indian story, or legend. For each word that you do not know, find a meaning that fits the story. Use a dictionary when you need to.

A FOOLISH INDIAN

Long ago there was a medicine man who could *transform* anyone he wished into a bird or a beast. One rainy day he *encountered* an Indian who stood putting one hand and then the other above his head as fast as he could move them. He was *endeavoring* to *protect* his head from the raindrops. The medicine man *considered* the Indian very foolish. Thereupon he turned the man into a *tiny* bird called a hummingbird. That is why, to this day, the hummingbird *flutters* its wings so fast and why it tries to *avoid* the rain.

Writing a story

Write the Indian legend, using other words that you think might be used in place of those printed in italics.

After you have finished writing the story, read it through to find whether you have used capital letters and punctuation marks correctly. Then read your story to the class if you are asked to do so.

Help the class to decide what word or words might be used in place of each word printed in italics.

Armstrong Roberts

ARE YOU READY, DON?

Some questions to think about

Why is it harder to walk on stilts than it is to walk on your feet? What funny things have happened to you when you were learning a new game or a new stunt?

3. Words That Mean about the Same Thing

To read and think over

Read the story. Then for each word printed in italics in this story, find a group of words that has the same number. In each group find a word (or words) to use in place of the word in italics. Keep the meaning of the sentence about the same. Use the picture on page 91 to help you. Use your dictionary if you need it.

DON'S FIRST TIME ON STILTS

"All ready?" Dad inquired with a (1) *grin.*

"Certainly!" replied Don (2) *boldly.*

Don's dad let go and stepped back. For a second Don stood as still as a post. Then he took two short (3) *steady* steps.

"This is easy for me!" he (4) *boasted.* "Watch me go!"

As he raised his right stilt to take a long step, he lost his balance and began to (5) *topple* to the right. (6) *Hastily* he brought the right stilt to the ground. It struck so that it caused him to (7) *tip* backwards. He (8) *struggled* to catch himself, but it was too late.

A few seconds later he was (9) *lying* on the ground under his stilts, but he got up laughing, (10) *ready for* another try.

Writing the words chosen

Write the words you chose. Number each word to show where it belongs.

1. frown
   growl
   smile
   cross look

2. sadly
   tearfully
   bravely
   unhappily

3. fancy
   jerky
   firm
   doubtful

4. bragged
   guessed
   whispered
   whined

5. rise
   climb
   crawl
   fall

6. slowly
   quickly
   quietly
   gently

7. trot
   gallop
   float
   tilt

8. wished
   hoped
   liked
   made an effort

9. sleeping
   sprawled
   arranged
   sitting

10. never wanting
    eager for
    afraid of
    doubtful about

Talking together

Help the class decide which word or words of each group can best be used in this story and why the others are not suitable.

4. Getting Ready for a Story Hour

Thinking of a story to tell

Think of a story that you can tell and that would interest your class. Use these questions to help you think of one that you have heard or read:

1. What stories about birds or other animals have you read? Do you know any of these stories?

   The First Woodpecker
   The Tar Baby
   The Lion and the Mouse
   The Hare and the Tortoise

2. Perhaps you would like to tell a story of your own. The picture and question on this page and those that you have already used in this book may help you.

Write on a slip of paper the title of the story that you decide to tell. Give the paper to your teacher so that she can help the class plan the program for your Story Hour.

Can you tell a story about an animal that saved a person's life?

Getting your story ready

If you chose a story that is in a book, read the story again if you need to. Find out the meaning of any words that trouble you.

As you plan your story, use the rules for storytelling that you know (see page 80). Then practice telling your story. If possible, tell it to someone.

5. Using What You Have Learned

Taking part in a Story Hour

Listen carefully as someone chosen by the class reads aloud the class rules for storytelling.

Take a minute or two to think through the story that you planned to tell for this Story Hour.

When you are called upon, tell your story. Be sure to use a pleasant voice and to make your story as interesting as you can.

Listen carefully to the stories others tell. Ask questions of other story tellers that you would like to have answered.

Talking together about the stories

1. Which stories were easy to understand? Why?
2. What words new to the class were used? Did the persons who used them explain them to the class?
3. Were all the words that you have studied pronounced correctly? With which words do the class need to take more care?
4. What should the boys and girls in the class do to improve their use of words?
5. What can the class do to improve their storytelling? Help to decide what new rules to add to the class record.

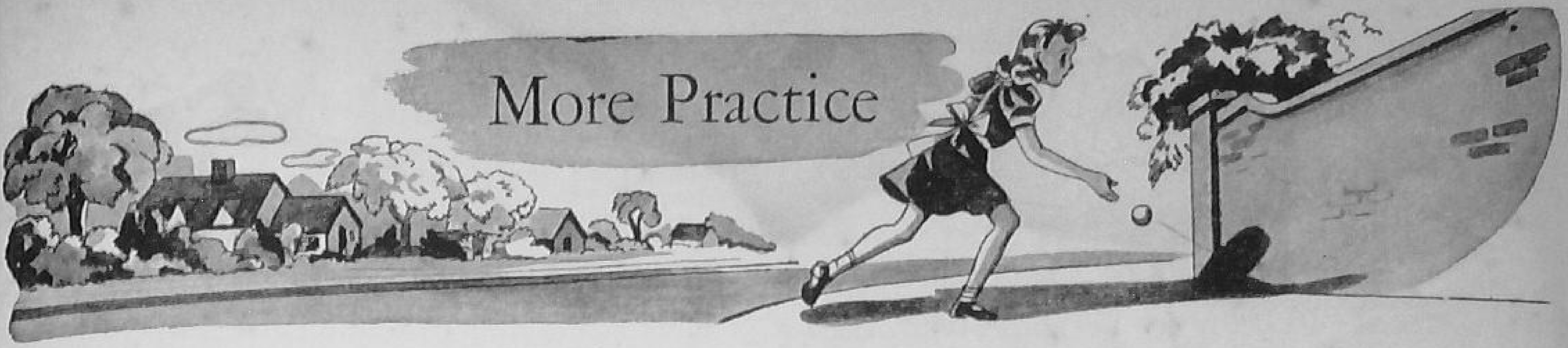
Writing your story

Think how you can improve your story, and then write it. Try to make it good enough to use in *Our Stories*, the class story book.

After your story is written, read it through three times.

1. Read it first to make sure that you wrote what you meant to write. Did you use the rules for storytelling that you know?
2. Read it next to make sure that your sentences are correct. If you find sentences run together, put in the periods and the capital letters needed to separate them.
3. In reading your story the third time, look at the words. Are they the best you can use? Are they correct?

Correct any mistakes that you find. Make a new copy of your story if you need to. Then give it to your teacher or to the boys and girls in charge of *Our Stories*.



I

Something to read and study

In the following story there are fourteen numbered groups of words. Each group looks like a sentence, but seven of the groups are not sentences.

Find each group that is not a sentence. Think how to make it part of a sentence in telling the story. You may join it to another sentence or you may add words to it to make a sentence.

A COLD SHOCK

1. One hot summer day my sister Jane and I were playing near a mountain stream. 2. Looked clear and cool. 3. We to go wading in it. 4. Jane suggested that we race to see who could get her shoes and socks off first. 5. Jane won. 6. Boldly into the stream. 7. I behind her. 8. As soon as our feet touched the water. 9. We shrieked and began to scramble for the bank. 10. The water was icy cold. 11. I thought my feet would freeze and break off. 12. Before I could get out. 13. A ranger told us that the water in the stream was melted snow. 14. Which came from a glacier up in the mountains.

Writing sentences

Copy the story. Use sentences to take the place of the groups of words that are not sentences.

Correcting your work

Test each group of words that you wrote in the form of a sentence. Use these questions to help you.

1. Does the group of words tell something? Does it make sense by itself?
2. Does it begin with a capital letter and end with a period?

If you made any mistakes, correct them and then give your paper to someone to check while you check his.

II

Keeping sentences apart

Find in this story the sentences that are run together and decide where periods and capital letters are needed to separate the sentences.

DEER EAT SALAD TOO

Last summer my Dad planted a garden near our mountain cabin there were deer not far away. Every afternoon the deer went to a mountain stream for a cooling drink on their way they passed close to our cabin.

More Practice

One day Dad set out some head lettuce plants. He was very proud of them the deer liked them too. After they had spent a few minutes in Dad's lettuce patch, it looked as if someone had gone over it with a lawn mower.

As you copy the story, separate the sentences that are run together.

In checking your work, make sure that you have written eight separate sentences in the story. If you made any mistakes, correct them.

III

Making an alphabetical list

Write in alphabetical order the names of the birds in this list:

goldfinch	bobolink	albatross
wren	blackbird	chickadee
thrush	bob white	catbird
flicker	tanager	canary
bluebird	martin	cardinal

Finding the meaning of words

Read this story to yourself. Decide which words printed in italics are words that you do not know the meaning of. Look up those words in a dictionary.

A FALSE BELIEF

The albatross is a large sea bird with a *pouch* at its neck. Sometimes in *pursuit* of food it follows a ship far out to sea. In ancient times it was thought to be a bad *omen* if anyone killed an albatross. *Mariners* believed that some terrible *disaster* would happen to the ship and to all of the people on it. Of course, there is no truth in this *superstition*, but even today most mariners will *nourish* and *protect* an albatross wherever they find one.

Writing the story

As you write the story, put in place of each word in italics a word that has about the same meaning. Use more than one word if you need to.

Checking your work

Read your story to make sure that the words you chose make the meaning of the story clear. Choose better ones if you can.

Get someone to check your paper while you check his. If you made any mistakes, correct them. Then let your teacher see your paper.

UNIT FIVE

More Letters

CHAPTER THIRTEEN

Writing Letters That Your Friends Enjoy

1. Making a Letter Interesting

To read to yourself

"Mother, here's a letter from Margaret Taylor!" exclaimed Helen. "I'll read it to you."

341 Forest Avenue
Galesburg, Illinois
December 1, 1946

Dear Helen,

You asked about Dorothy Berg. She has just moved to California. She left with her family early last Saturday. I'll miss her, for we have played together every day. I think she will miss me, too, but I know she will like California. I was there last spring. I had wonderful times at the beaches and parks.

Lovingly yours,
Margaret Taylor

"Margaret always answers my questions when she writes," said Helen, "and she always writes news that I like to know. I am glad to hear about Dorothy's moving to California."

"Margaret knew that you would be interested in that," said Helen's mother. "You had asked about Dorothy. Did you notice, too, that she told you what she thought about Dorothy's going to California? When you tell what you think or how you feel about something, you express your opinion of it. That is one of the best ways of making a letter interesting.

"I think that we have found three good reasons for liking Margaret's letter," Helen's mother went on. "She was careful to answer the question you asked. She wrote news you like to hear. She expressed an opinion.

You can remember to do those things when you write letters of your own."

"Do you mean that if I wrote to Margaret about a movie that I had seen, I should tell her whether I liked it?" asked Helen.

"Yes," her mother answered. "When you write about a movie, tell more than that you saw it. Write how well you liked it or why you liked it. Tell what part of it you thought was the saddest or the funniest, or how well you thought some actor played his part."

Finding good things in letters

Read these letters to yourself. Think how each writer made his letter interesting.

(1)

Climax, Ohio
January 4, 1946

Dear Aunt Sally,

I am glad to have the game of Chinese Checkers that you sent. The board and the marbles are the prettiest that I have seen. You asked whether I thought we would enjoy the game. Every one of us likes to play it. Fred and I have a battle almost every day. Last night the whole family played. Mother won twice and I won once. Dad and Fred didn't win at all.

With love,
Betty

(2)

Paris, Texas
April 7, 1946

Dear Mary,

Yes, I have finished reading the book that you asked me about. It is one of the best stories I have ever read. I liked the part where Terry and Carol found the answer to the secret message. I thought that the pictures in the book were much better than those in most books.

Lovingly yours,
Nancy

Talking together

1. Did Betty and Nancy write about topics that would be interesting to their friends? How do you know?
2. Did they answer questions that their friends had asked? How do you know?
3. Where in each letter is the writer's opinion expressed?
4. Why should you express your opinion in writing friendly letters?

Improving a letter

Read this letter to yourself. Decide for yourself whether Jim told his aunt what he thinks of his present.

Dear Aunt Helen,

Mother gave me a new radio for my birthday. It is a Hytone. I keep it in my room.

Your nephew,
Jim

If you had been in Jim's place, think what you would have written to tell how you felt or what you thought about the radio. These questions may help you:

1. Did you enjoy listening to programs? Which program did you like best?
2. Were you glad to have a radio of your own?
3. Did the radio look well in your room?
4. Had you wanted a radio for a long time?

Write the letter that Jim might have written. Tell how he may have felt about the radio or what he may have thought about it. Keep your sentences apart.

Correcting your letter

1. Were you careful not to run sentences together?
2. Does each group of words that has the form of a sentence tell something or ask something? Make sure that you wrote no "dummies" when you should have written sentences.

Correct any mistake that you may find in your sentences.

When you have a turn, read your letter aloud. The class will tell you whether it contains sentences that show how Jim may have felt about the radio.

2. Expressing Your Opinion in a Letter

Planning a letter of your own

Think of someone to whom you should write a letter. It may be a classmate who is absent. It may be a friend who lives in another town, an aunt, a grandmother, or some other relative.

Choose a topic that you think will interest the person to whom you are writing. It should be a topic which interests you, too, and about which you have opinions.

These questions may help you:

1. Are you answering a letter? What questions were asked in it?
2. What has happened to some friend of the person to whom you are writing?
3. What movie have you seen lately?
4. What story have you read lately?
5. What trip have you taken?
6. What do you have that is new?
7. What radio program do you like?
8. What has your class done at school?
9. What has happened in your town?

Think out what you wish to write about the topic that you chose. Put in one or more sentences to tell how you feel or what you think about it.

Writing and correcting your letter

Write your letter now. Put in the five parts: the **heading**, the **greeting**, the **body**, the **closing**, and the **signature**.

Use these questions to correct your letter:

1. Did you tell enough in your letter to make it interesting?
2. Did you express your opinion?
3. Did you keep your sentences apart? Is each group of words that looks like a sentence really a sentence?
4. Where did you use capital letters and commas in the heading? In the greeting? In the closing?
5. Where did you use capital letters, question marks, and periods in the body of the letter?

Save your letter. You will need it in your next lesson.

3. Improving Your Letter

Working together

If you wish to do so and are asked to do so, read your letter aloud. Help your class answer these questions about each letter that is read:

1. Does the letter tell about a topic that is interesting?
2. Does the writer express his opinion?
3. Should he have written more of his opinion? What might he have said?

Writing your letter again

If the class thought that you should tell more of your opinion in writing about a topic, write the letter again.

Take your letter home and send it to the person to whom you wrote it.

4. Writing a Letter of Thanks

Reading to yourself

Sue wrote this thank-you letter to her aunt:

Dear Aunt Elizabeth,

Thank you for the gloves. They came yesterday. I already have three other pairs.

Your loving niece,
Sue

Sue read the letter to her mother. After they had talked about how to improve the letter, Sue wrote this letter to her aunt:

Dear Aunt Elizabeth,

Thank you for the gloves that came yesterday. I wish you could see how pretty they look with my new coat and hat. I am going to wear them all winter whenever I need to be dressed up.

Your loving niece,
Sue

Talking together

The class should decide upon answers to these questions:

1. When someone who sends you a gift lives too far away for you to say

"thank you" to him, you need to send him a thank-you letter. At what other times do you need to write a thank-you letter? For what reasons have you written one? When has the class needed to write one?

2. Was Sue's first letter a good one? Why or why not?

3. In what ways was her second letter better than the first one?

4. What should you say when you write a letter to thank someone for a present that he sent you?

Planning a thank-you letter

Think of someone to whom you need to write a thank-you letter. These questions may help you:

1. Who has sent a gift to you lately?
2. Who has done a favor for you?

If there is no one to whom you need to write a thank-you letter, imagine that you are one of the boys or girls in the pictures on this page and page 102. Read the sentences that go with the pictures. Then plan the thank-you letter that you should write.

Writing your letter

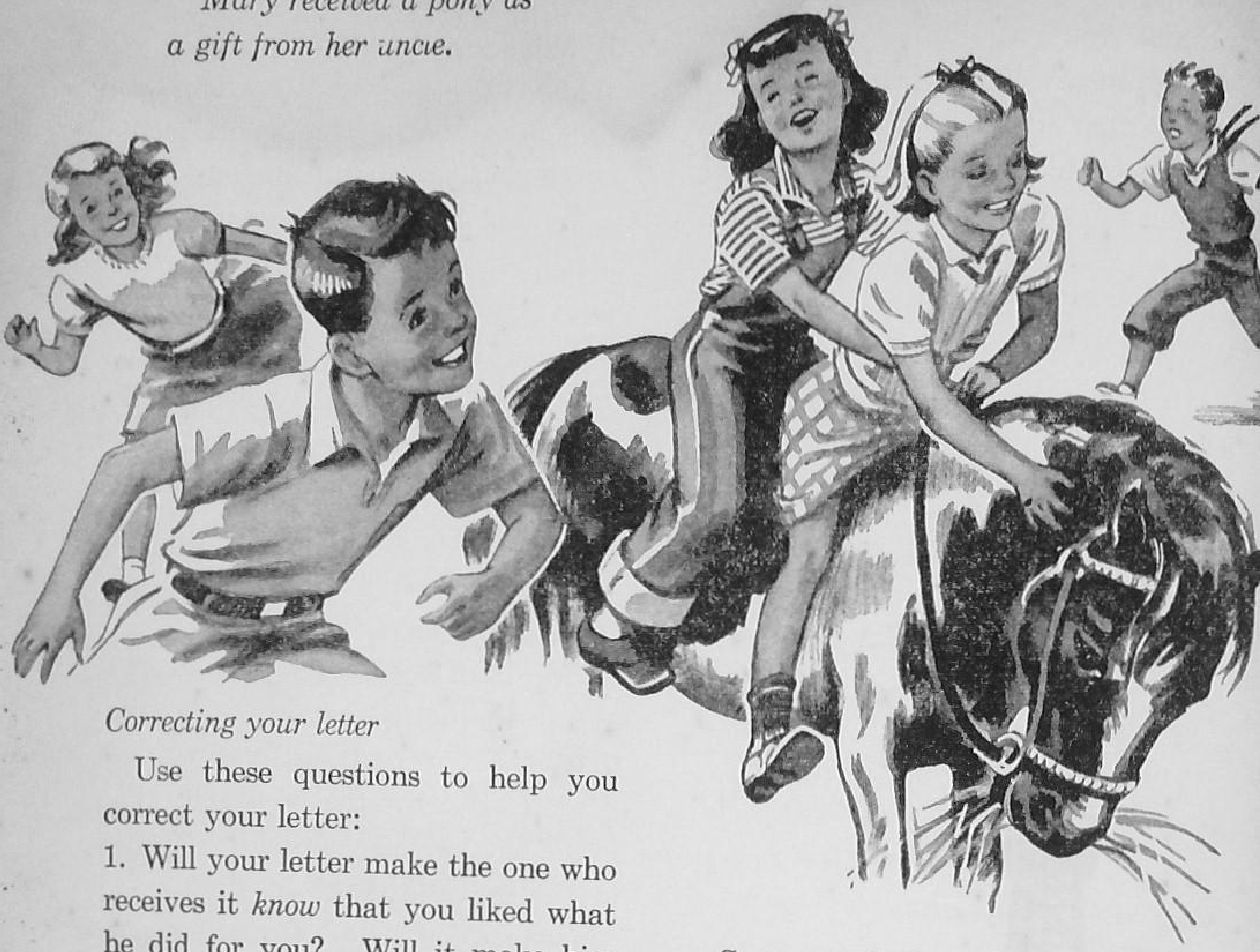
Write your letter now. Be sure that it has five parts. If you write a letter for one of the boys and girls in the picture, use your address in the heading. Use the present date.

When you write your letter, remember to do these things:

> **1. Thank the person for the favor or gift that you received.**
> **2. Write something pleasant about it.**
> **3. Tell him how you have used it or will use it.**

The class is visiting F. C. Hill's oil well. George Bell is to write a thank-you letter.

Mary received a pony as a gift from her uncle.



Correcting your letter

Use these questions to help you correct your letter:

1. Will your letter make the one who receives it *know* that you liked what he did for you? Will it make him know how well and why you liked it? If not, what more should you say?
2. Where did you use capital letters and commas in the heading? In the greeting? In the closing? Did you use them in all the places where they were needed?
3. Where did you use capital letters and periods in the body of the letter?
4. Did you run together any sentences that should have been separated? Did you use a group of words that is not a sentence when you should have used a sentence?

Save your letter. You will need it in your next lesson.

5. Improving a Thank-You Letter

Working together

If you wish to do so, and are asked to do so, read your letter aloud. After each letter is read, the class should decide how it can be made better.

If the class told you how your letter could be improved, write it again and make the changes that the class thought should be made.

If you wrote a letter to send to someone, take it home with you and mail it.

CHAPTER FOURTEEN

Writing Letters Correctly

1. Learning to Punctuate a Series, or List, of Things in a Sentence

To read and think about

Franklin, Maine
June 17, 1946

Dear Aunt Susan,

We went to a picnic yesterday. I took my mask baseball bat and glove. Some boys and I had a good time playing together. There were good things to eat too. Mother took sugar cookies ice cream and olives. Mrs. Davis brought apple pies.

Your nephew,
Dick

1. How many things did Dick take to the picnic? Did he take three or four? What were they?

2. What things did Dick's mother take to the picnic? Did she take three, four, or five? Can you be sure?

From reading each of the following sentences, can you tell exactly what articles were taken? Can you tell how many were taken? What helps you to count the number?

1. I took my mask, baseball bat, and glove.
2. I took my mask, baseball, bat, and glove.
3. Mother took sugar, cookies, ice, cream, and olives.
4. Mother took sugar cookies, ice cream, and olives.

Words that name a list of things in a sentence are said to be in a series.

Dick should have used commas to separate the names in the series of things he listed in his second sentence. Then we should know whether he took his mask, baseball bat, and glove; or his mask, baseball, bat, and glove. He should also have used commas in his fifth sentence to show just what his mother took.

Words or groups of words that form a series in a sentence should be separated by commas.

Can you tell why the above rule is true?

Talking together

Help your class decide where and why commas should be placed in these sentences:

1. Mother bought apples carrots potatoes peppermint candy and salted nuts at the grocery store.
2. December January and February are winter months.
3. Pines firs and cedars are evergreen trees.
4. Can all colors be made from blue red and yellow?
5. In my garden I have violets pansies daisies and poppies.
6. The largest cities in the world are London New York Tokio Paris and Berlin.
7. In my art class I am making book ends a purse a notebook and a bracelet.
8. Lions zebras panthers and elephants live in Africa.
9. I have lived in Iowa South Dakota Colorado Minnesota and New York.
10. Mother and I brought home butter beans cider vinegar cheese crackers and cabbage.

Copying a letter

As you study the following letter, decide where to put commas to separate words or groups of words in each series.

Dear —

You asked me to tell you what I'd like for Christmas. Dad says I ought to have saws hammers chisels pliers and paint brushes. Mother thinks I need a sweater shoes handkerchiefs and gloves. I'd like some of those things, but I'm hoping for a pair of skates a fountain pen a basketball and a book about dogs.

Copy the letter and put commas where they should be placed. Use your address and the present date in the heading of the letter. Fill in the greeting with any name you wish. Write a closing and then sign your own name.

Check your letter as your teacher tells where the commas should be placed. Correct any mistakes that you find.

2. Learning to Use the Apostrophe

Reading to yourself

In speaking and writing you often put two words together to make one. Instead of saying or writing *I am* or *do not*, you say or write *I'm* and *don't*.

> **One word made from two words with the help of an apostrophe is called a contraction.**
>
> **In writing a contraction an apostrophe is used (') to show where one or more letters have been left out.**

Here is a list of common contractions. After each contraction you will find the two words for which it stands. Notice what letter, or letters, must be left out in making each contraction.

1. *I'll* for *I will* or *I shall*
2. *isn't* for *is not*
3. *can't* for *can not* or *cannot*
4. *didn't* for *did not*
5. *it's* for *it is*
6. *I'd* for *I would* or *I should*
7. *couldn't* for *could not*
8. *they're* for *they are*
9. *shouldn't* for *should not*
10. *won't* for *will not*
11. *doesn't* for *does not*
12. *wouldn't* for *would not*
13. *weren't* for *were not*
14. *wasn't* for *was not*

The apostrophe has another use.

> **An apostrophe and an s ('s) are added to a person's name to show that he is the owner or possessor of something.**

In the first sentence below, the apostrophe and the *s* show that Jack is the owner of the coat. In the second sentence they show that the curls belong to the baby.

1. *Jack's* coat is black.
2. The *baby's* curls are too long.

To show that a group of persons owns or possesses something, the apostrophe is used in this way:

1. The *boys'* playground at school was large.
2. The *children's* toys were new.

> **When the name of the group ends in *s*, we place the apostrophe after the *s* (boys', girls'). If the name of a group does not end with *s*, we add *'s* to the name.**

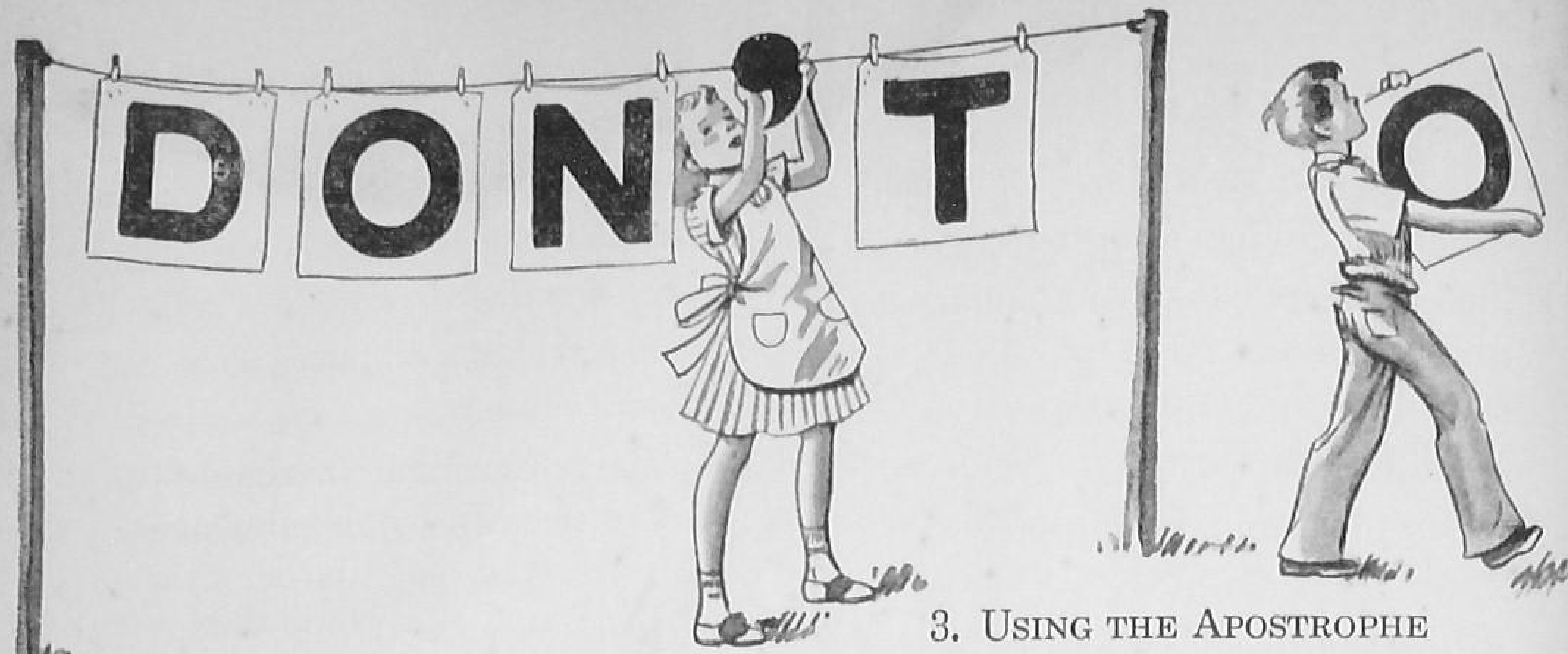
Talking together

Help your class decide upon correct answers to these questions:

1. In what two ways can the apostrophe be used?
2. What is a contraction?
3. What letters are left out of the contractions in column one?

Which word in each of the following sentences shows that something is owned or possessed? Is the owner one, or more than one, person or animal?

1. A robin's eggs are speckled.
2. I like Alice's poem best.
3. The girl's new hat is pretty.
4. The girls' shoes are all alike.
5. The Blakes' house burned down.
6. Our dog's collar is lost.
7. Mother's flowers need water.
8. Tom's car is homemade.



3. Using the Apostrophe

Reading and thinking

As you read the following sentences to yourself, think how to answer these questions about the apostrophes:

1. Why is each apostrophe used?
2. In each contraction what letter, or letters, does the apostrophe stand for?
3. Where the apostrophe shows possession, is the owner one, or more than one person?

1. Dad's car wouldn't start today.
2. Our baby's hair isn't curly.
3. Why didn't you borrow your uncle's bicycle?
4. Can't Betty's cat see at night?
5. Isn't that Bill's kite in the tree?
6. I'll mail Lucille's letter.
7. We couldn't catch Tom's rabbit.
8. Don't you want to see the girls' pony?
9. John's airplane doesn't fly far.
10. Tom's dog hasn't been hurt.
11. The boys' tent isn't here.
12. The Browns' house didn't burn.

Writing and correcting sentences

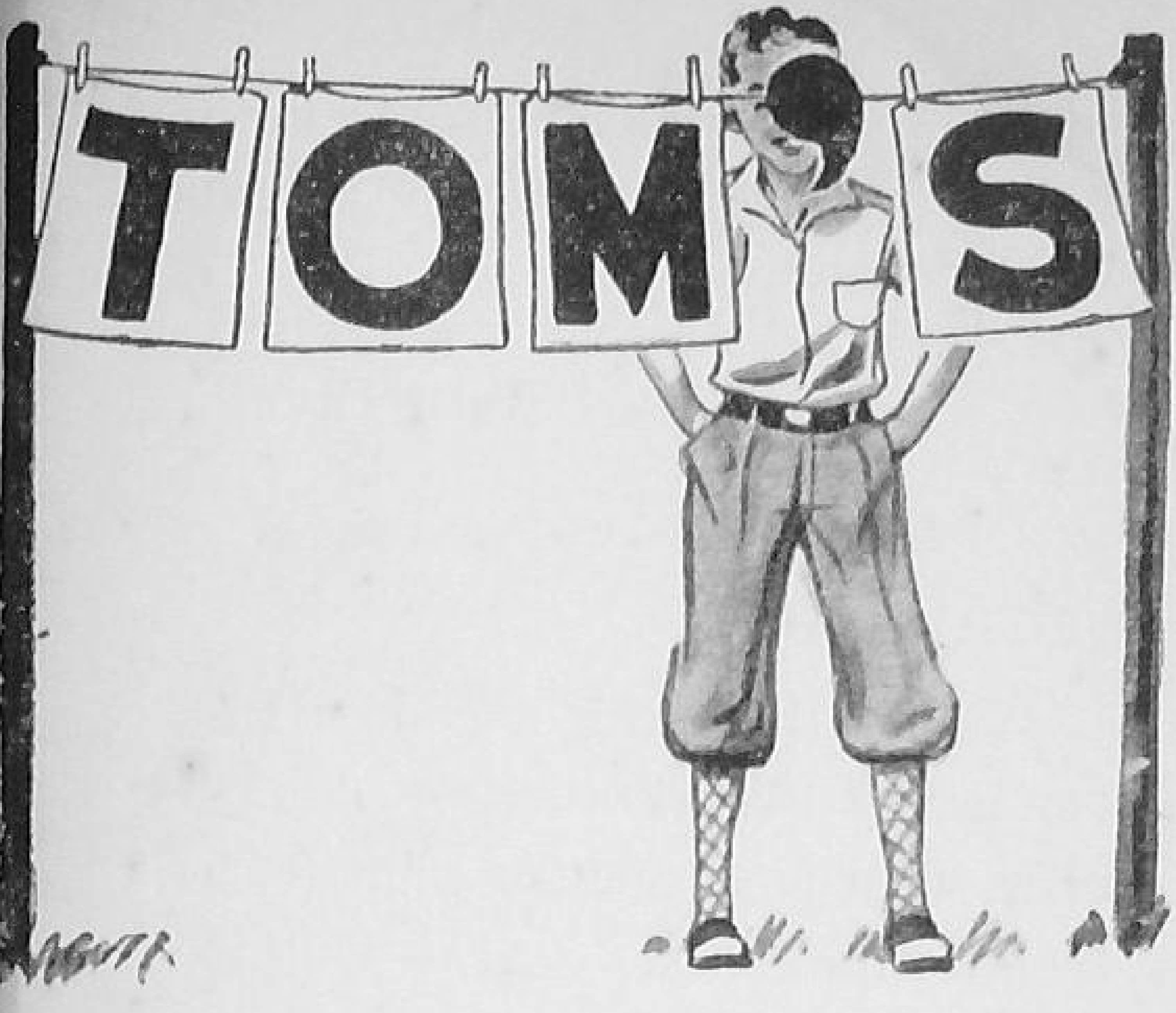
In each sentence use a contraction of the two words printed in italics.

1. *It is* too warm for skating today.
2. You *can not* skate on the big lake.
3. The ice *does not* look safe.
4. *Should* you *not* stay near the shore?
5. *Do not* go near the danger sign.
6. We *are not* going to do that.

Change these sentences so that with each word printed in italics an apostrophe is used to show that something is owned or possessed.

7. The *boys* have sleds that are new.
8. *Jim* has a bicycle that is broken.
9. Stay away from the heels of a *pony*.
10. The hind legs of a *rabbit* are long.
11. The *children* have new books.

Check your paper as your teacher tells how each sentence should be written. If you made any mistakes, correct them.



Talking together

The class should decide upon answers to the questions about the apostrophes in the twelve sentences.

Writing sentences

Write a sentence to answer each of the following questions. In each sentence make a contraction of the two words that are printed in italics.

1. *Do not* all dogs have short tails?
2. *Are not* all dogs black and white?
3. *Is not* Monday always a holiday?
4. *Are they* going to the party?
5. *Are we* going to the movie?
6. *Was not* Christmas fun?

For each of the following statements write a question that the statement answers. In each question use an apostrophe with the word printed in italics to show that something is owned, or possessed.

7. The dresses of the *girls* are all the same color.
8. In the cupboard you will find the skates that belong to *Mary*.
9. The dog that *Jack* has is a collie.
10. The shouting of the *children* can be heard upstairs.
11. The new cap that *Tom* has is lost.
12. The plate that *Ann* has is blue.

Correcting your work

Check your paper as your teacher tells you what contractions should be used and where apostrophes should be placed in the sentences.

4. A Test on *Saw, Seen; Did, Done*

Reading and thinking

Think which is the correct word to use in each blank space in these sentences.

Choose SAW *or* SEEN:

Who has _1_ the animals at the zoo?
Jim _2_ them yesterday.
Has Bill _3_ them yet?
No, he hasn't _4_ them.
Who _5_ them today?
Anne _6_ them on her way to school.
Sam _7_ them too.
Who _8_ the monkeys?

Choose DID *or* DONE:

The monkeys _9_ several tricks.
They have _10_ them before.

One monkey __11__ tricks by himself.

Two monkeys __12__ a trick together.

An old monkey __13__ the best trick.

He __14__ three somersaults without stopping.

Testing yourself

Write the numbers from 1 through 14. After each number write the word that you chose for the blank that has that number. Next, write four sentences using *saw*, *seen*, *did*, and *done* correctly.

Check your paper as your teacher reads aloud the correct words. Let someone check your sentences while you check his. If you made a mistake, read again on page 15 how to use the word you missed. Then correct your work.

5. Using What You Have Learned

Reading to yourself

Baker School
Greensburg, Indiana
January 5, 1946

Dear Mr. Brown,

My class has asked me to thank you for telling us about your trip to California. We enjoyed hearing about the wonderful mountains, the ocean, the beautiful flowers, and the fruit ranches. All of us would like to see your father's orange trees when they are in blossom.

When you come back from Florida, won't you tell us how Florida and California are alike?

Sincerely yours,
Ruth Taylor

Talking together

1. Was Ruth's letter a good thank-you letter? Why?
2. In what place and for what reason is each capital letter used?
3. In what place and for what purpose is each comma used?
4. Where are the periods used? Why are they used there?
5. Why is each apostrophe used?

Writing a letter

Close your book and write Ruth's letter as your teacher dictates it to you. She will not tell you where to put capital letters, punctuation marks, and apostrophes. Use your address and the present date in the heading. Sign your name.

Improving your letter

Compare the letter that you wrote with Ruth's letter in your book. Find out if you made mistakes in using capital letters, punctuation marks, and in writing the sentences.

Correct any mistakes that you find in your letter. Then show your paper to your teacher.

CHAPTER FIFTEEN

Using Words Correctly in Letters

1. A Test on Six Words: *Come, Came; Run, Ran; Went, Gone*

Reading and thinking

The words *come*, *run*, and *gone* are used with helping words such as *had*, *has*, or *have*. The words *came*, *ran*, and *went* are never used with a helping word. These six words are used correctly in these sentences:

Rover *came* to school one day last week. He *had* never *come* to school before.

Every time a boy or a girl *ran* after a ball, Rover *ran* too. He *has* always *run* after my ball at home.

I don't know when he *went* home, but he *had gone* before we *came* out at noon.

These marks ( ) are called **parentheses.**

Which of the two words printed in parentheses should be used in each blank in these sentences?

Anne and Betty _1_ to the library in a hurry yesterday. (went, gone)

They _2_ to Mary's house to ask her to go along. (run, ran)

She had _3_ to a movie. (went, gone)

Sue had _4_ with her. (went, gone)

Anne and Betty _5_ the rest of the way to the library. (run, ran)

When they arrived, they couldn't talk. They had _6_ so fast that they were out of breath. (run, ran)

After a while Mary and Sue _7_ into the library. (come, came)

They had _8_ by on their way home from the movie. (come, came)

Later, the four girls _9_ home to play with Sue. (run, ran)

Mary reached Sue's house first because she had _10_ the fastest all the way. (run, ran)

Sue _11_ home last. (come, came)

The girls soon found that Sue's mother had _12_ away. (went, gone)

"Where has Mother _13_?" Sue asked her brother Ben. (went, gone)

"She _14_ to a meeting at Mrs. Abbott's house," Ben said. (went, gone)

"Mrs. Green _15_ by and asked Mother to go with her. (come, came)

"They have just _16_ around the corner. (went, gone)

"If you had _17_ a half-minute sooner, you would have seen them." (come, came)

"Did Mother think I had _18_ away?" Sue asked. (ran, run)

"No, she knew that the girls had _19_ for you," Ben replied. (come, came)

"She felt sure that you had _20_ to the library." (went, gone)

"Well, even if I _21_ away (run, ran) I have _22_ back." (come, came)

Testing yourself

On a sheet of paper make a column of figures from 1 through 22. After each number write the word which should be used in the blank that has that number.

Checking your work

Check your paper as your teacher reads the words that should be used in the blank spaces. If you made any mistakes, read again on pages 15, 16, or 109 how to use the words you missed. Then correct your mistakes.

2. Using *Give*, *Gave*, and *Given*

Something to read and think about

In the following sentences the words *give*, *gave*, and *given* are used correctly. With which are helping words used?

1. You *gave* me a book yesterday. It is one that you *had given* me before. *Will* you *give* me another, please?
2. *Did* Mr. Bell *give* you a toy airplane? He *gave* me one. He *has given* away several.

> The word *given* is used with a helping word such as *has, had, have, was,* or *were.*
>
> *Gave* is used without a helping word in telling of something that is past.
>
> *Give* must be used with the helping word *did* in telling or asking about something that is past.

Working together

Here is part of a conversation that took place at the birthday party for the Carson twins, Max and Jane.

With your class decide upon the right word to use in each blank space. Use *give, gave,* or *given.*

MAX: Thank you for the knife that you ____1____ me, Sue.
JANE: I thank you for the bracelet that you have ____2____ me too.
SUE: Who ____3____ you the big doll, Jane?
JANE: Mother ____4____ it to me. Mary has just ____5____ me new clothes for it.
BETTY: Who ____6____ the shoes for the doll?
JANE: Alice ____7____ me the shoes, but Mary has ____8____ me all the dresses that I have.
BOB: Who ____9____ the baseball, Max?
MAX: Tom ____10____ me that. I'll ____11____ him the first chance to pitch with it.
SAM: Has anyone ____12____ you a bat to go with it?
MAX: Jim ____13____ me a bat.
HELEN: Did anyone ____14____ you books?
MAX: Bob ____15____ us *Pinocchio.* Louise ____16____ us *The Lamplighter* and *The Indian Twins.*
RUTH: Did your mother and dad ____17____ you the skates?
MAX: Yes, they ____18____ us each a pair.

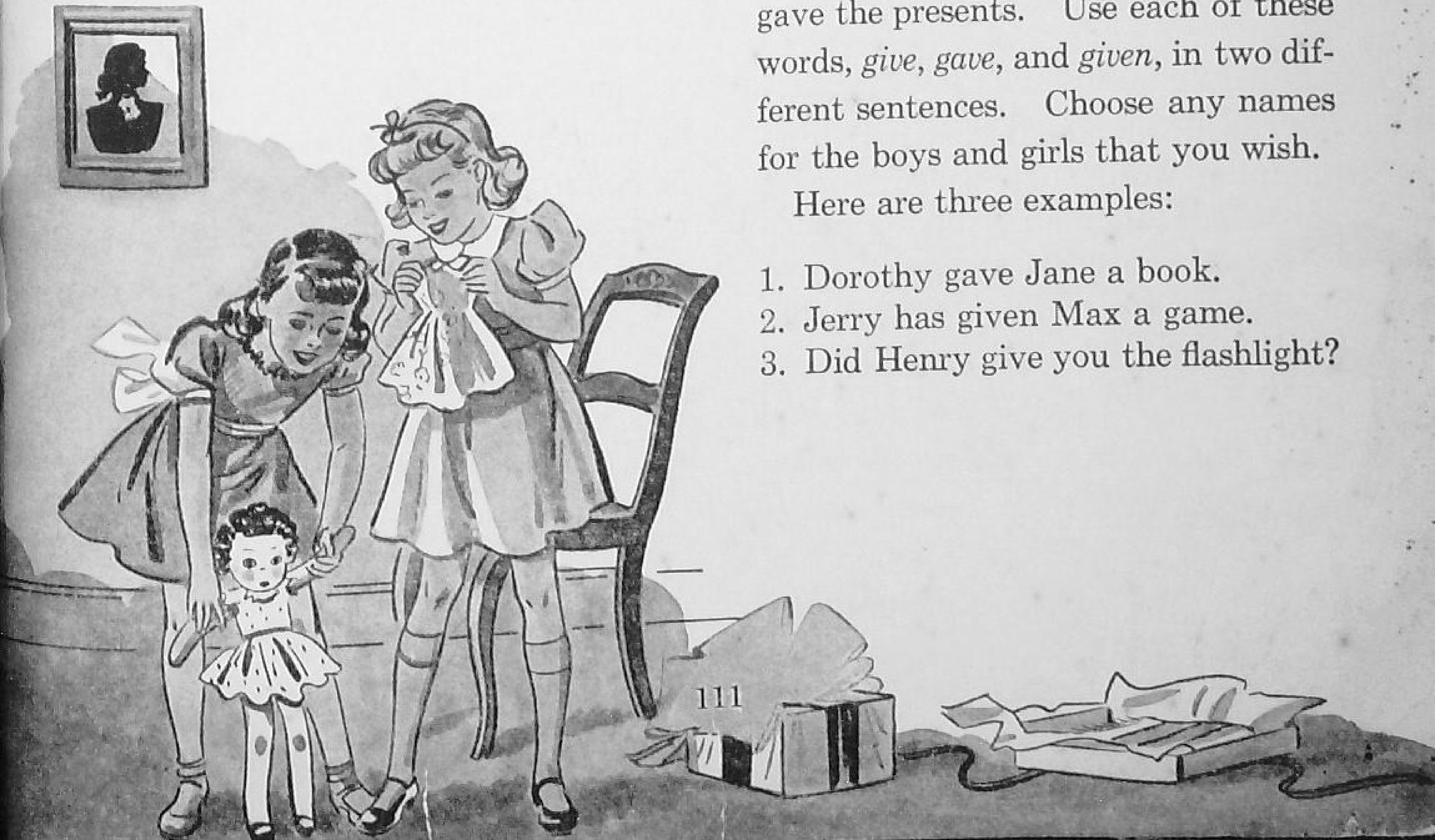
With your class choose boys and girls to read the conversation aloud. It should be read several times to give everyone a chance to practice using *give, gave,* and *given* in the blanks.

Writing words and sentences

Some of the presents given to Max and Jane on their birthday are shown in the picture on these pages. Pretend that you know who gave each present to them. Then write six sentences in which you tell or ask who gave the presents. Use each of these words, *give, gave,* and *given,* in two different sentences. Choose any names for the boys and girls that you wish.

Here are three examples:

1. Dorothy gave Jane a book.
2. Jerry has given Max a game.
3. Did Henry give you the flashlight?



Correcting your sentences

Use these questions in checking your sentences:

1. Were you careful to use *gave* without a helping word? Were you careful not to use *give* when you should have used *gave*? Did you use *given* correctly?
2. Where did you use capital letters? Did you use them in all the places where they were needed?
3. Is each group of words that looks like a sentence really a sentence?

Correct any mistake that you find in your sentences. Then read aloud as many as you are asked to. As others read their sentences, help the class find and correct any mistakes that were made in using *give*, *gave*, and *given*.

3. USING *Took* AND *Taken*

Reading to yourself

> The word *taken* is used with a helping word such as *has, have,* or *had.* Such an expression as *I taken* is never correct.
>
> The word *took* is never used with a helping word. The words *tooked, taked,* or *tooken* are never correct.

In these sentences *took* and *taken* are used correctly:

1. John *has taken* his bicycle home. He *took* it at noon.

2. Mary *took* her friend to the movie. She *has taken* her often.

Talking together

With the class decide whether *took* or *taken* should be used in these sentences.

1. Who has . . . the football?
2. Sam . . . it home yesterday.
3. Jim . . . the basketball too.
4. Has anyone . . . the baseball?
5. I think Dick . . . it.
6. Has everything been . . . ?
7. No one . . . the softball.

A game to play

The class should choose a boy or a girl to be *It*. The other boys and girls should shut their eyes. The one who is *It* takes something out of the room. It may be an eraser, a vase, or anything that has been in sight before.

When he comes back, he says "What did I take?" or "What have I taken?" The boys and girls try to guess what he took from the room. Someone may guess by saying "You took a book," or "You took a bowl," or "You have taken nothing." The first one to guess correctly is the next one to be *It*.

Writing sentences

Write seven sentences that could be answers to these questions. Use *took* or *taken* in each answer.

1. What did you take to the picnic?
2. Who has taken my cap?
3. Where did you take my dog?
4. Have you had your picture taken?
5. Who took my books away?
6. Where is Tom's bicycle?
7. What has become of my tennis shoes?

Correcting your sentences

Use these questions to find mistakes in your sentences:

1. Were you careful always to use *took* without a helping word? Were you careful not to use *tooked*, *taked*, or *tooken*?
2. Where did you use capital letters? Is there a period at the end of each of your sentences?
3. Is each group of words that looks like a sentence really a sentence?

Correct any mistakes that you find. Then read your sentences aloud when it is your turn. Ask the class to tell you what mistakes you made in using *took* and *taken*. If you do not understand why a mistake that you made is a mistake, ask the class to explain it to you.

4. Words That Have Nearly the Same Meaning

To read and think over

Read the following letter. For each word printed in italics, choose the right word from the group that has the same number. Keep the meaning of each sentence about the same. Use the picture to help you.

Use your dictionary, too, if you need to look up the meaning of a word.

Dear Edith,

Our new playground is (1) *finished.* I'm (2) *sure* that you'll like it. Here is a picture of it.

Ned is trying to chin himself on one of the (3) *highest* bars. You'll be (4) *brave* enough to (5) *try* that too. I like to play on the swinging ladders. You can see me (6) *almost* at the top.

Bill (7) *expects* to (8) *improve* his arm muscles by swinging on the rings. Joe and Dick will (9) *work* on the trapeze until they are as good as (10) *performers* in a circus.

We'll have a circus when you come back! You are so (11) *clever* at turning cartwheels, somersaults, and flip-flops that you can be the star of the show. Maybe you and I will be clowns!

Lovingly yours,
Dorothy

Copying the letter

Copy the letter and put in the words that you chose.

1. worked	2. doubtful	3. topmost
completed	afraid	longest
arranged	certain	nearest
ended	hoping	tallest

4. foolish	5. hunt	6. nearly
daring	seek	somewhat
strong	attempt	partly
wise	start	neatly

7. struggles	8. develop	9. practice
hopes	decrease	sit
works	discover	play
plans	control	stay

10. workers	11. neat
acrobats	keen
customers	skillful
keepers	sharp

Talking together

As someone chosen by the class reads his copy of the letter, help the class decide which word should be used in place of each word in italics. Help decide also why other words in each group are not suitable for the letter.

For each of the following words help the class find in the numbered lists above a word of opposite meaning.

rested	go	increase
farthest	timid	wholly
stop	certain	idlers
begun	wise	unfinished

G ndreau

LET'S TRY IT!

Thinking about the picture

What can you do best on a playground like this? What things do you have to play with on your playground? What games do you like to play?

5. Testing Yourself

Getting ready for a test

Think which word, *give, gave, given, took,* or *taken,* should be used in each blank space in these sentences:

Dad __1__ me a dog for Christmas.

The man who owned him had __2__ him the name of Taps.

I have not __3__ him another name.

I __4__ him a new collar.

Dad __5__ him a house.

Mother has __6__ him a rubber bone and a ball.

Taps likes everything that we have __7__ him.

I am glad that Dad __8__ me such a good dog.

Yesterday we __9__ Taps downtown.

No one had __10__ him there before.

Mother has __11__ him to the park.

Dad __12__ him to the park last week.

No one has __13__ Taps to the Zoo.

Today Taps __14__ my hat and ran away.

I think that he hasn't __15__ it far.

Think which word, *went* or *gone,* is correct to use in each of these blanks:

Last night after I had __16__ to bed, something __17__ quietly into the bushes under my window. It stayed for a little while. Then it __18__ away. Soon it came back. I __19__ to the window quickly, but the thing had __20__ away again. I called Dad and told him that some wild animal was trying to get into the house.

"What do you think it is?" Dad asked.

"Maybe it is a lion," I said. "It could have got out of its cage before the circus __21__ away."

"I think the circus would not have __22__ away leaving a lion loose," said Dad. "Where do you think your lion __23__?" he asked.

"It may have __24__ into the garden," I guessed. "Yes, I'm sure it has __25__ there."

"I'll see," said Dad quietly. Then he __26__ out into the yard. I tried to see which way he had __27__ but it was too dark.

He hadn't __28__ far when I heard him shout "Get out of here!" I thought he was very brave to talk that way to a lion at night.

Then I heard squeals and grunts as a pig __29__ running off. Someone had __30__ through the barnyard gate and left it open. The pig __31__ exploring.

Writing the test

Make a column of numbers from 1 through 31. After each number write the word that should be used in the sentence that has that number.

Check your paper as your teacher reads aloud the correct words. If you made a mistake in the first fifteen blanks, read again on pages 15, 110, or 112 how to use the word you missed. Then work out exercise II on page 118.

More Practice

I

To read and think over

The commas have been left out of this letter. Decide where they should be used.

Dear Aunt Alice

You asked what I wanted you to bring me from China. I should like a Chinese doll a wooden chest and a carved box with a secret lock. Bill Agnes and Betty have a chest that their Aunt Sara brought them. They keep their swimming suits their sweaters and their mittens in it.

Mother Daddy and I send our love to you.

Lovingly yours
Jane Robbins

Copying the letter

Use your own address and the present date for the heading.

As you copy the letter, put in the commas that are needed. Be sure to copy other punctuation marks and capital letters correctly.

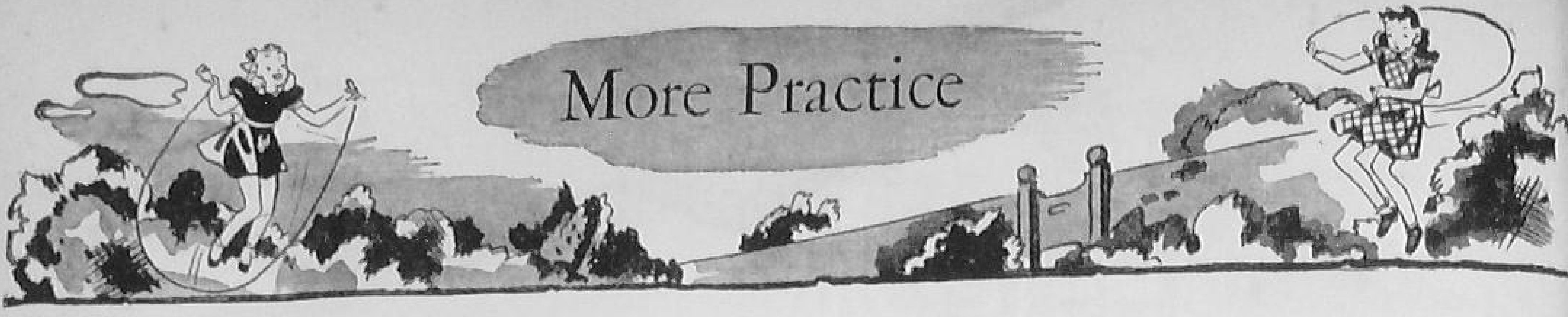
Checking your work

Look for the series of words in the letter. Did you use commas in all four of them? Did you use commas where they were needed in the heading? Where else did you use them? If you made any mistakes, correct them.

Using apostrophes to show ownership

Rewrite each of the following sentences. Make each word in italics a possessive, showing ownership. Be sure to use an apostrophe correctly in each possessive. For example, for the sentence *The pony that belongs to Lucy is named Prince,* you might write *Lucy's pony is named Prince.*

1. The friends of *Lucy* often ride Prince.
2. Once Prince ate some flowers that belonged to *Mother.*
3. He cut up the lawns of the *neighbors* with his feet.
4. He got into the garden of *Mr. Brown* and ate his corn.
5. The father of *Lucy* threatened to sell the pony.
6. The doings of the *pony* didn't please the neighbors.
7. The amazing ways of *Prince* weren't funny.



More Practice

Using apostrophes in contractions

As you copy the following part of a letter, change each pair of words in italics to a contraction.

Lucy's pony *will not* let more than one person ride him at a time. I *did not* know that when I climbed on behind Jack for a ride. I held to Jack's shirt so that I *would not* fall off. *It is* a good thing that I did because the pony began bucking at once. When he found that we *were not* easy to bounce off, he stopped and sulked. We *could not* make him move an inch. It *was not* any fun just sitting on his back, so I decided that *I would* climb down. As soon as *I had* got off, he trotted off with Jack. That pony thinks that *he is* ever so smart.

Checking your work

Did you use an apostrophe in each contraction? Did you write correctly the words that show ownership?

If you made any mistakes, correct them.

II

To read and think over

Choose one of these words for each blank in this letter: *gave, given, took, taken.*

Dear Uncle Bill,

Do you remember the ten dollars that you ___1___ me on my birthday? I enjoyed it more than any present that has ever been ___2___ me. I ___3___ all of the money and used it to pay my expenses for a week at a camp. While there the other boys and I ___4___ a long hike each day. One moonlight night after we had ___5___ off our clothes, we ___6___ a swim in the lake. One afternoon we were each ___7___ a box of food and a sleeping bag and were ___8___ to a waterfall several miles away. There we slept all night out-of-doors under the stars.

Your nephew,
Dick Strong

Number a paper from 1 through 8 and make a list of the words that should be used in the blanks in the letter.

In checking your list, make sure that you chose either *given* or *taken* to be used with a helping word. Make sure, too, that you chose either *gave* or *took* to use without a helping word.

Next, see if you can make a perfect copy of the letter.

UNIT SIX
Telephoning

CHAPTER SIXTEEN

Talking Over Wires

1. Using a Telephone to Get Help

Reading to yourself

As Ann opened the front door of the house, she heard water running in the bathroom.

"That's strange," she thought. "Daddy is at the office and Mother is shopping. I wonder who can be running the water."

She ran to the bathroom and found that the water was pouring from a leak in one of the pipes. What could she do? Only a plumber could fix that leak. If she had known the name of a plumber, she would have called him on the telephone.

Then Ann had an idea. She rushed to the telephone and called the operator.

"This is Ann Bryan," she said. "I live at 415 Elm Street. A water pipe in our bathroom has burst. I am here alone. Could you please send a plumber to help me?"

The plumber arrived promptly and in a short time had mended the leak in the pipe.

As Ann wiped up the water from the bathroom floor, she told the plumber what she had done to get help.

"You did the right thing when you called the telephone operator," he said. "Remember if you're alone in the house and need help right away, call the telephone operator.

"Last week a boy was locked in a building downtown after everyone had gone home. He called the telephone operator and in five minutes a policeman was there to let him out."

Talking together

1. What might happen that would make it necessary for you to call the telephone operator and ask her to get help?
2. What things should you tell the operator? Why is each of them important?

Writing and correcting sentences

On a sheet of paper write sentences that tell reasons a boy or a girl might have for calling the telephone operator to get help. Your paper may begin like this:

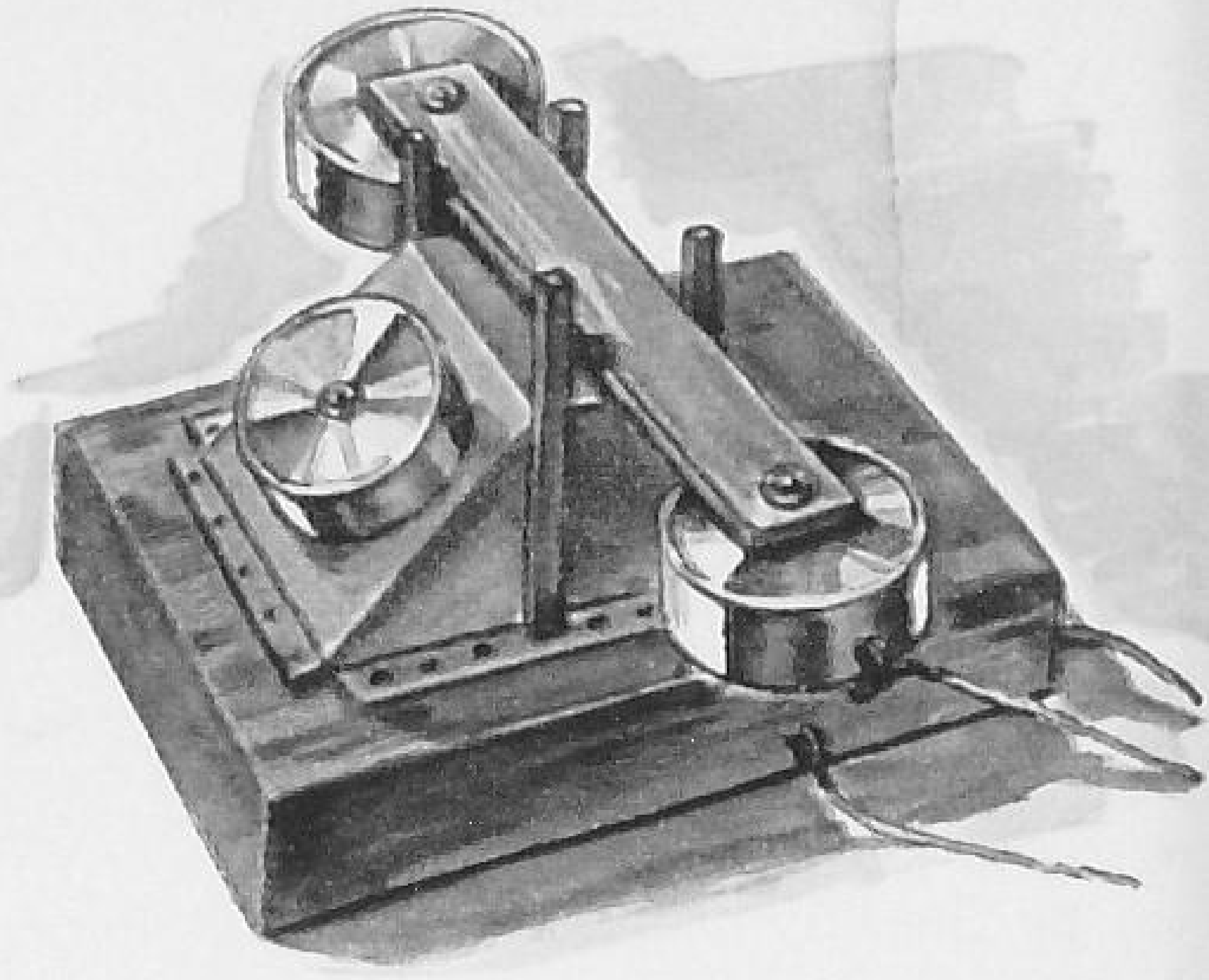
1. When you are alone in a house that catches fire, call the telephone operator.

When it is your turn, read your sentences aloud. Correct any mistakes that are noticed by you or the class.

Making plans

Help the class choose two or three boys and girls to select the best reasons given in the papers and to make a record of them to use in the next lesson.

Plan with your class to get a pair of toy telephones to use at school. If you can't find them, you can make a pair with pieces of wood, cardboard, tin cans, and some string or wire.



2. Making Calls for Help

Reading and thinking

What would you say to the telephone operator if any of these things happened and if there were no one else to ask for help? What might the operator say to you?

1. You discover that the house next door is on fire.
2. You see a strange man trying to break into a neighbor's house.
3. Your father is kicked by a horse and is so badly hurt that he can't talk.
4. Your baby brother's clothing catches on fire. You roll a rug around him and put the fire out, but his face is burned.

5. A lost child comes to your house. He does not know his address, his telephone number, or his father's name.

6. You trip on the stairs, fall, and break your arm. You are alone in the house. The neighbors are away and you do not know the name of a doctor.

Dramatizing calls for help

The class should choose boys and girls to show with toy telephones how to ask the telephone operator for help. One person should play the part of the operator; another should be the boy or girl who needs help.

Have a good reason for calling for help. Use one from the record that you made in your last lesson, one of the six you just read, or any other that is serious and sensible.

When you act the part of a boy or a girl who needs help, remember these things:

1. Tell who you are, where you are, and what the trouble is.
2. Speak slowly and clearly. Do not get excited.
3. Check with the operator to see that she understands correctly what you have said.

While other boys and girls are dramatizing calls, listen carefully. If they make a mistake, think how they could do better. Tell them politely when they have finished speaking, if they ask you to do so.

3. The Telephone Directory

Reading to yourself

When you wish to talk to a friend on the telephone, how do you find out what number to call?

On page 123 is part of a small telephone directory. Notice that the names of people are arranged in alphabetical order. The group of names that begin with *A* comes first, the *B* group comes second, and the *C* group, third.

Notice, too, that the names within each group are also arranged in alphabetical order.

1. In what other books that you use are words arranged alphabetically?
2. Why do you suppose the *family* name (the last name) of a person is printed before his *given* name (his first name), or his initials?

To save space in the directory, no periods are put after initials and no comma after the last name of a person.

Talking together

With your teacher and classmates answer the questions that you have just read and these that follow:

1. What follows the *r* after each name? (The letter *r* stands for residence, or house.)
2. In what part of the line is the telephone number found?
3. Why are the names of boys and girls not listed in the telephone directory?
4. You wish to telephone a boy, Bob Allen. In the telephone book you find several *Allens*. Knowing two things will help you find the number of Bob's family. What are they?
5. How can you call a friend whose telephone number is not in the directory? How can you call *Information*?
6. In calling *Information*, what should you tell her so that she can find the number for you?
7. Why is the word *Street* or the abbreviation *St.* usually omitted in the telephone directory?
8. Why should you be careful not to lose or tear a telephone directory?
9. How can the class get some old telephone directories to use in a later lesson?

Making an alphabetical list

It will help you in learning to find names quickly in the telephone directory if you practice writing names in alphabetical order. Remember to write the family name first and to put a comma after it. (**Denton, Mrs. H. C.**)

Write in alphabetical order the names that are listed in column one, page 124.

A

Abbett P L r 1318 Glenmere Blvd	1879
Abbott R M Mrs r 1422 Oak	2105
Adams Harry r 4213 Elm	675J
Adler J B r 246 Tenth	208
Allen O T r 1513 Denver	115W
Anderson A M r 2354 Oak	3567
Anderson P W r 1716 Grand	1657
Anderson Ruth Mrs r 3412 Belmont	213R
Andrews L B r 3465 Elm	1089
Armstrong T P r 2156 Dodge	1411

B

Badger L L r 672 Gallup	667J
Bain W W r 1552 North	1777
Baker A E Dr r 1866 Grand	444W
Baker Annie Mrs r 455 Central	1122
Barber R S r 2524 Palm	2423
Beck L O r 1666 Porter	110
Becker Jennie Mrs r 714 Malcolm	1444
Beers T T r 1677 Ordway	113J
Boyd B R r 1211 Clematis	111
Boyd M V r 3418 Barclay	2108

C

Campbell O N r 1121 Melby	1010
Carlson J M r 1611 Lowe	1991
Carlson L I r 2554 Central	616R
Carver L P r 3553 Denver	1118
Carver M M r 1131 Morris	212
Clark B V r 1167 Elm	105J
Craig L G r 1717 Barclay	3115

Mrs. Helen Roberts
Paul L. Smith
A. R. Bennett
John L. Martin
F. M. Carter
Oliver P. Mason
H. V. Brown
Barrett P. Early
Ruth P. Garner
Mrs. Maude Halleck
M. O. Davis
Dr. A. O. Peterson

Checking your paper

Check your list as your teacher reads the names in their correct order. If you do not understand why a mistake that you made is a mistake, ask your teacher to explain it to you.

4. Finding Telephone Numbers

Reading about a game and playing it

For this game, each boy and girl should have an old telephone directory. A leader gives a name. Everyone in the class tries to find the telephone number for that name as quickly as possible. The one who finds the correct number first is the next leader.

If the class do not have or cannot get telephone directories, they may use the names on page 123.

Play the game now until ten telephone numbers have been found.

Making a list of numbers

On page 123, find the numbers you would use in calling each of these boys and girls:

1. Fred Craig Fred's father is L. G. Craig.
2. Mary Anderson Mary lives on Oak Street.
3. Jerry Carver Jerry's father is L. P. Carver.
4. Harry Carlson Harry lives on Lowe Avenue
5. Bill Boyd Bill's father is M. V. Boyd.
6. Betty Anderson Betty's father is P. W. Anderson.
7. Ann Carlson Ann lives on Central Avenue.
8. Tom Anderson Tom's mother is Mrs. Ruth Anderson.
9. Sam Baker Sam's father is a doctor.

Number a paper from 1 through 9. Make a list of the names of the boys and girls and their telephone numbers.

Check your paper as your teacher reads the correct telephone number for each name.

Making a telephone directory

Write your name, address, and telephone number on the blackboard. Put your last name first; then your

first name. After your name, write your street address and then your telephone number.

Make a class telephone directory for your own use. List the names in alphabetical order. Use your directory when you wish to call a classmate.

5. Answering and Making Calls

Reading to yourself

How well do you know how to use a telephone? Test yourself by thinking of answers to these questions:

1. When you speak over the telephone, how far should your lips be from the mouthpiece, or transmitter? Why?
2. How close should you hold the receiver to your ear? Why?
3. When you are talking in a noisy room, how can you keep the noise from being heard by the person to whom you are talking?
4. Why should the telephone be answered as soon as possible after it rings?
5. Is it better to give your name when you answer the telephone than to just say "hello"? Can you tell other good ways to answer?
6. When you answer the telephone and someone is wanted who is not there, what would be a good thing to say? What should you try to remember in taking a message for someone who is not there?
7. When you make a call, what should you say when someone answers the telephone? Why?
8. Why should all telephone conversations be as brief as possible?

Talking together

Help your class decide upon the best answers to the eight questions that you have just read. If you do not understand why the answer chosen by the class is a good one, ask to have it explained.

Acting out telephone conversations

The class should choose boys and girls to act out these telephone calls and conversations. If you live where dial telephones are not used, someone must play the part of the operator for each call. Use make-believe telephone numbers and toy telephones.

1. Sue Evans called Mary Davis to ask Mary to come to her house to play. Mrs. Davis answered the telephone. Mary was at home.
2. Mrs. Brown called Mrs. Clark. Jean Clark answered the telephone. Mrs. Clark was not at home.
3. Mr. Green called Mr. Harris. Ten-year-old Tom answered the telephone. Mr. Harris was not at home.

Mr. Green left a message for Mr. Harris to come to a meeting in his office the next day at three o'clock.

When you help to act out one of the conversations, speak as clearly and pleasantly as you can. When other boys and girls are talking, listen carefully. If anyone asks how he could do his part better, try to tell him in a polite way.

Making a list of rules

The class should try to think of the most important rules to remember about using the telephone. If you can think of a good rule that has not been given by someone else, tell it in a sentence for your teacher to write on the blackboard.

Read the list of rules on the blackboard. If you think it can be improved, tell your teacher how to improve it.

Copy the list of rules. Put your copy with the directory that you made.

CHAPTER SEVENTEEN

Sentences in Conversation

1. Using Clear Sentences

To read and think about

One day Miss Blake asked Jane to stay after school to help the class with a little play. Others in the class wanted Jane to help too. Jane called her mother to ask permission to stay. This is what she said:

Mother, may I stay after school today to help with a play? They want me to. She says we won't stay late.

What persons did Jane mean by *they*? What person did Jane mean by *she*? Could her mother be sure who was meant?

What word should Jane have used instead of *they*? Instead of *she*? Why?

In all of your conversation try to make your sentences easy to understand.

> **Before you use such words as *he, they, we,* or *them,* be sure that the persons meant have been named by you or some person who is talking with you.**

Talking together

Decide with your class what word or words used in place of those in italics would make each of these sentences clearer.

1. Tom called up. *They* are going to start for the park at two o'clock.
2. Mother says that I can go if *he* will let me.
3. *She* doesn't like to have me out late at night.

4. When we got into the bus, *he* took out our tickets.
5. After school *they* play ball.
6. *She* helps us with our work at school.
7. When I am away from home, I write to *her* every day.
8. After we had left the airport, *he* made the plane go faster.

Suppose that Mrs. Brown, a friend of your mother, called up to say that your mother is asked to be at a church meeting at four o'clock on Wednesday afternoon. Tell the message that you would give to your mother.

Writing sentences

Copy the following sentences. In place of each word in italics, put in one or more words that will make clear what person or thing is meant.

1. The last time I went there, *he* cut my hair too short.
2. *They* were barking when I woke up.
3. *It* had a black handle and two blades.
4. *He* stopped the cars until we could cross the road.
5. Every day *they* ride to school.
6. I hope *she* will let me go to camp.

Read your sentences to make sure that they are clear in meaning. Then get someone to check your paper. Correct any mistakes that are marked. Then give your paper to your teacher.

2. Sentences Showing Surprise

To read and think over

The sentences printed in italics in this conversation show surprise or excitement:

MARY: Betty, we are going to have our party tonight after all.
BETTY: *Oh, I'm so glad! That's wonderful!*
MARY: Jane and I have everything ready. *But what a time we have had!*
BETTY: What was the trouble?
MARY: It was those brothers of mine, Peter and Bill. They found out that we girls were planning something. *How they followed us around!*
BETTY: *Aren't they the meanest things!* I hope you didn't tell them about the party. *They'd spoil everything!*
MARY: *Tell them! I should say not!* I've locked them out of the house. *They'll stay there, too, till Dad comes home!*

> **A sentence that shows surprise or excitement is called an exclamation. A written exclamation should end with an exclamation point (!).**

These sentences are exclamations:

What a big airplane that is!
Oh, how late you are!

As you read these sentences, decide for yourself which are exclamations:

1. The sun is shining
2. How warm it is today
3. What a bad storm we had last night
4. Who is waiting for us
5. What time is it
6. How are we to go
7. Run for your life
8. What a queer sound
9. Oh, how frightened we were
10. Wait for John, please
11. Whom did you see
12. How excited everyone felt

Talking together

Help your class decide which of the numbered sentences are exclamations, which are questions, and which are statements.

Writing sentences

Copy the numbered sentences. Put the right mark at the end of each.

Think out and write five sentences to show surprise or excitement about something you have seen, felt, or heard. They may be about such things as a good time, a scare, an escape, an accident, a hard task, a trip, and a funny act or sight. Put an exclamation mark at the end of each of the five sentences.

Checking your work

Check the numbered sentences you copied as the teacher tells what mark should be at the end of each one.

If your teacher asks you to do so, read aloud the exclamations that you made up. If you need more practice, do the exercises on page 140.

3. Sentences in Conversation

To read to yourself

In conversation people often make themselves understood by using a part of a sentence instead of a sentence. The part of the sentence is *understood* because something has been said or done that lets us know what the rest of the sentence might be.

Notice how easy it is to understand the parts of sentences that the boys used for some of the questions and answers in this conversation:

JOHN: The Stingers want you to play ball with us today.
FRANK: What time?
JOHN: At three o'clock. We want you to be a baseman.
FRANK: First?
JOHN: Yes, or second.
FRANK: Good! I'll be there.

If the boys had talked in sentences, the conversation might have been this:

JOHN: The Stingers want you to play ball with us today.
FRANK: At what time will they play?
JOHN: They are to play at three o'clock. We want you to be a baseman.
FRANK: Do you want me to be a first baseman?
JOHN: Yes, we want you to be a first baseman or a second baseman.
FRANK: That's good. I'll be there.

To do with your class

Listen as the two conversations are read by boys chosen to take the parts of John and Frank. Then help to answer these questions:

1. Which conversation contains words that are not needed to make the questions and answers clear in meaning?
2. Which conversation did you like better? Why?
3. Why is it sometimes all right to use only part of a sentence instead of a sentence in a conversation?

Writing sentences

Copy the questions below about Susan's party. Then write a sentence for each answer. Use the given words as part of your sentence.

MARY: Who is going with us to Susan's party?
BETTY: Polly and Ruth.
MARY: Does the party begin at two or three o'clock?
BETTY: At three.
MARY: Where may I meet you?
BETTY: At Polly's house.

Correcting and using your answers

Have you written each answer as a sentence?

As someone chosen by the class reads his questions and answers, notice whether your answers are just like his. If you have written different answers, tell the class what they are.

4. Using *Is, Are, Was,* and *Were* in Sentences

Choosing the right word

Think of the right word to use in each of these blanks.

Choose IS *or* ARE:

The telephone __1__ ringing.

__2__ you going to answer it or shall I?

There __3__ someone at the door.

Mary and Betty __4__ waiting for you.

They __5__ going to a movie.

There __6__ two pictures on the program.

Choose WAS *or* WERE:

There __7__ a concert yesterday in the main hall.

In a chorus there __8__ forty children.

Tom and Henry __9__ there. __10__ you there too?

Think how to change these sentences so that each tells about more than one person or thing:

11. The river is frozen.
12. There isn't a boat at the wharf.
13. Last week there wasn't a sunshiny day.
14. Was he alone in the car?

Writing words and sentences

Number a paper from 1 through 14. Write the words that you chose for the blanks. Then write the sentences that you thought out.

Checking your paper

As your teacher reads the correct words and sentences, check your paper. If you made a mistake, read on pages 64 or 65 how to use the word you missed. Then correct your mistakes.

5. Using What You Have Learned

Reading to yourself

When Jack was making a telephone call for his class, this is what was said:

OPERATOR: Number, please!
JACK: 1479W.
OPERATOR: 1497W?
JACK: No, operator. 1479W
OPERATOR: 1479W?
JACK: That's right!

In a moment the telephone in the office at the city museum rang. Mr. Lewis answered:

MR. LEWIS: City Museum. Mr. Lewis speaking.
JACK: This is Jack Morris, Mr. Lewis. Our class at Baker School is studying about Indians of Arizona and New Mexico. Are there exhibits at the museum that would help us?
MR. LEWIS: Yes, indeed, Jack! We have bowls, rugs, arrows, and many other things that were made by the

Indians who live in that part of the country. We also have some pictures that show the way these Indians live.

JACK: May our class visit the museum next Tuesday, Mr. Lewis? There are thirty in the class. Our teacher, Miss Blake, will come with us.

MR. LEWIS: Certainly! I'll be glad to show the class everything we have. At what time do you wish to come?

JACK: At two o'clock. Is that a convenient time for you?

MR. LEWIS: Yes, it is. I'll expect you at two o'clock on Tuesday.

JACK: Thank you, Mr. Lewis. Good-by.

MR. LEWIS: Good-by, Jack.

Questions to talk over

1. Why did Jack use the telephone instead of writing a letter to Mr. Lewis?
2. Why did the operator say the number after Jack said it?
3. Was the first thing that Mr. Lewis said what he should have said? Why?
4. Was what Jack said first to Mr. Lewis the right thing for him to say first? Why?
5. Was the conversation between Jack and Mr. Lewis a long one or a short one? Why should telephone conversations be as short as possible?
6. Who said *good-by* first? Who should close a telephone conversation?
7. Did either Mr. Lewis or Jack use a part of a sentence instead of a sentence in the conversation? Was it understood by the other person? Why?

Making plans together

The pictures on pages 132 and 133 show situations in which boys and girls are using the telephone to make calls for their classes.

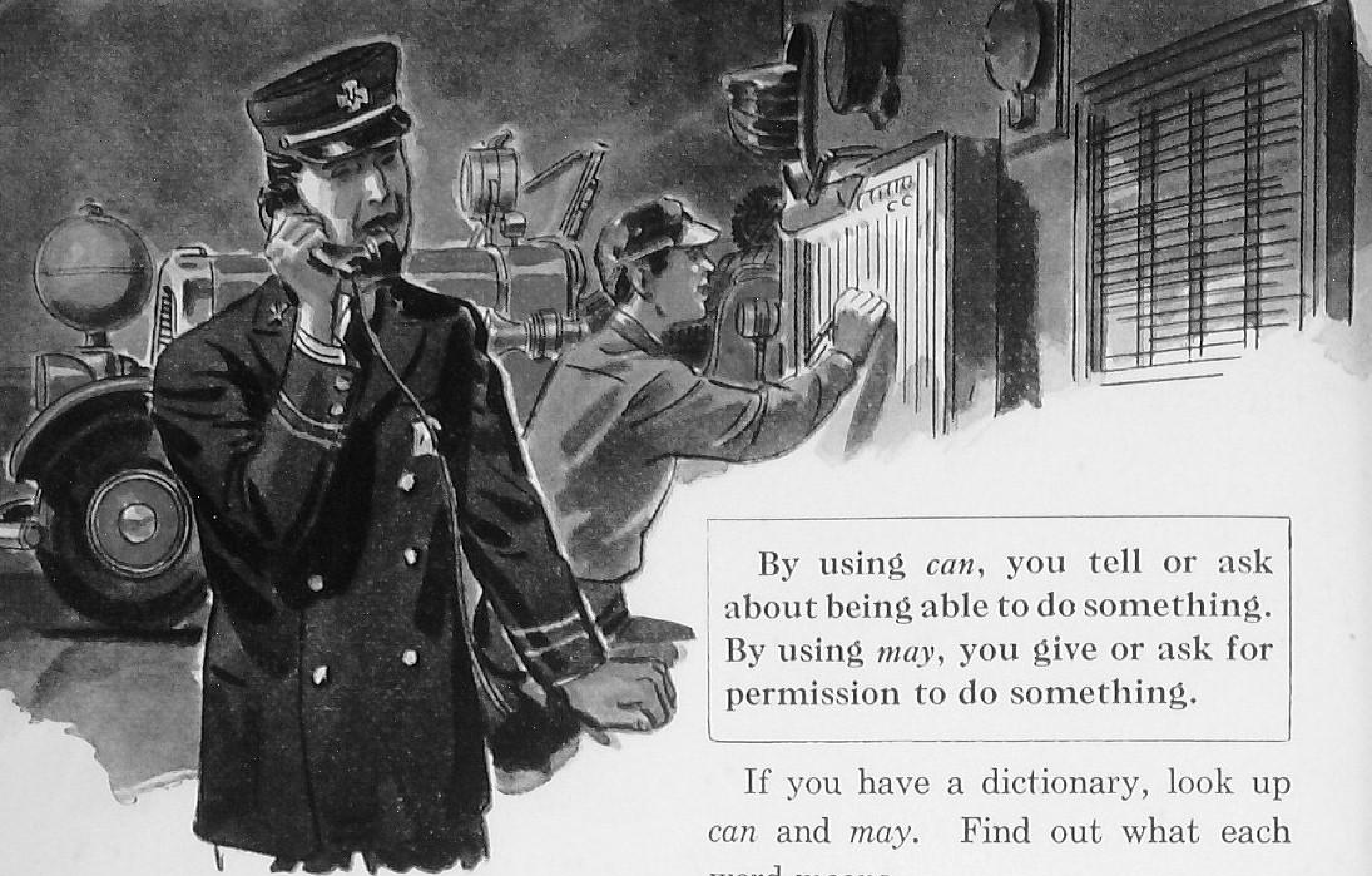
Study each picture carefully. Think how many people took part in each call. Think what might have been said in the conversation.

The class should decide what things may have been said in the two telephone conversations. Then they should choose boys and girls to dramatize, or act out, the calls and conversations.

Dramatizing the conversations

The boys and girls who were chosen should dramatize the two telephone conversations. When you take part, speak slowly and clearly.

Listen carefully while the other boys and girls dramatize their telephone conversations. If you think that they made a mistake, tell them about it when they have finished. If they do not understand what you mean, show them how they could do better.



Can you send someone to tell us how we can help to prevent fires?

CHAPTER EIGHTEEN

Using Words Correctly in Conversation

1. Learning to Use *Can* and *May*

Reading and thinking

Some boys and girls use the word *can* when they should use *may*. These two words do not mean the same thing. If you say, "*Can I eat* this apple, Mother?", you really ask, "Am I able to eat this apple, Mother?" If you say, "*May I eat* this apple, Mother?", you ask, "Will you *let* me eat this apple, Mother?"

> By using *can*, you tell or ask about being able to do something. By using *may*, you give or ask for permission to do something.

If you have a dictionary, look up *can* and *may*. Find out what each word means.

In these sentences *can* is used correctly. Each sentence either asks about or tells about *being able to do something*.

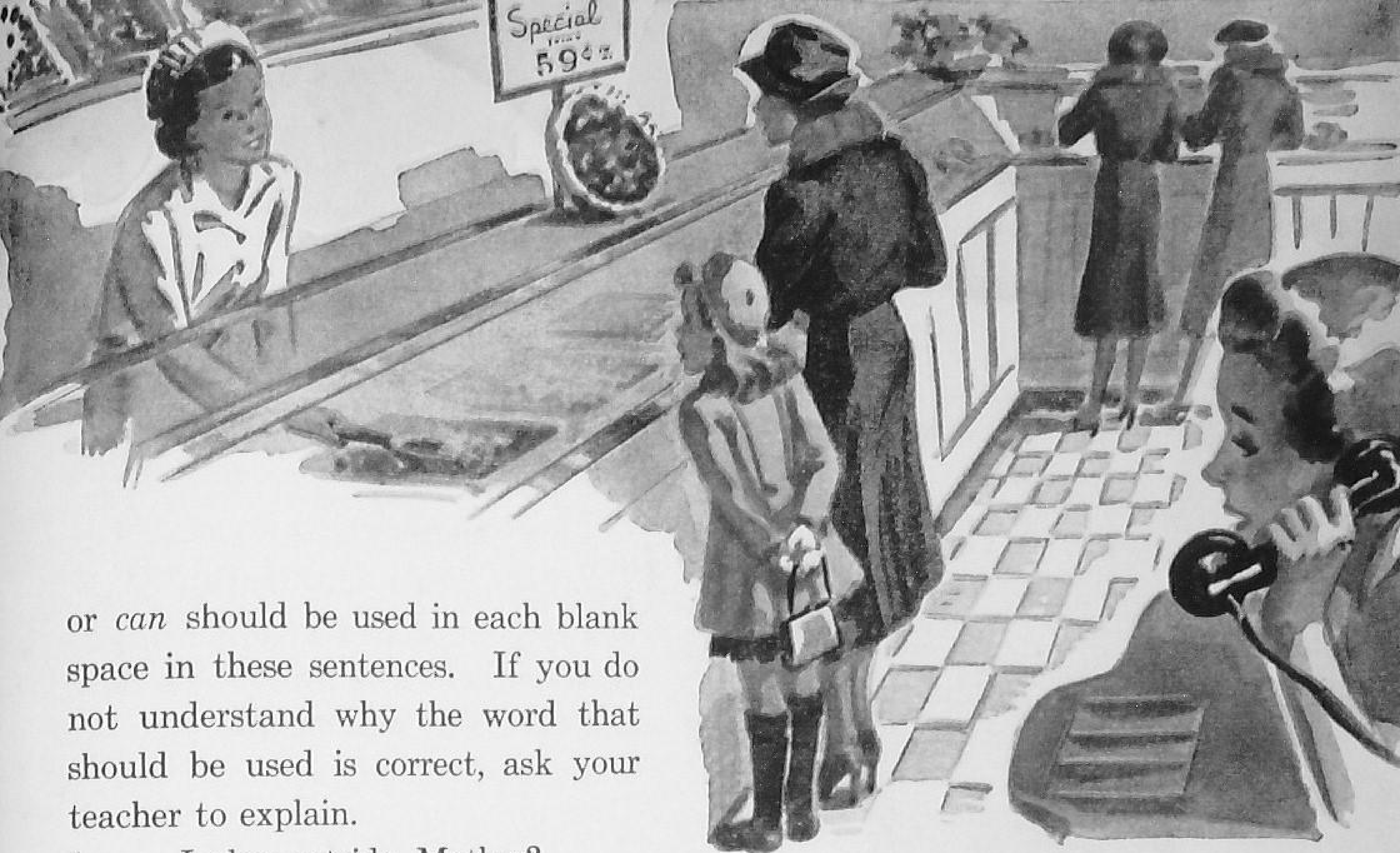
1. How fast can you run?
2. Mary can throw a ball farther than I can.
3. Tom can see you from where he is.
4. Can you see the wind?

In these sentences *may* is used correctly. Each sentence either asks or gives *permission*.

1. Father, may I go with you?
2. John is to stay here, but you may go.

Talking together

Help your class decide whether *may*



May we see how you make candy?

or *can* should be used in each blank space in these sentences. If you do not understand why the word that should be used is correct, ask your teacher to explain.

1. . . . I play outside, Mother?
2. . . . you skate well on ice?
3. . . . Joe kick that high?
4. You . . . ask Mary to go too.
5. Bill . . . stay with us if he wishes.

Reading aloud

Think which word, *may* or *can*, should be used in each blank space in these sentences. Then take your turn in reading the sentences aloud. If the class tell you that you made a mistake, correct it.

1. Mother, . . . I have a cooky? I . . . eat it without dropping crumbs.
2. Our baby . . . walk alone now. Mother says that I . . . let her walk on the soft rug.
3. . . . I pass this picture, Miss Blake, so that everyone . . . see it?
4. Mrs. Drake, . . . Mary come to my house after school? She . . . be home by five o'clock.
5. See how well I . . . ride my bicycle!
6. . . . we take the dog with us?
7. I will ask Mother if I . . . wear my new dress.
8. I . . . do a trick if I . . . borrow your handkerchief.
9. . . . I go to the library tonight?
10. Your mother said that you . . . go.
11. Mother, . . . I go hiking with the club next Saturday? . . . I have some sandwiches to take along? . . . you have them ready by eight o'clock?
12. I . . . eat another dish of ice cream if I . . . have it.

Writing a list of words

Think how you will use *can* or *may* correctly in filling each blank in this conversation. Then number a paper from 1 through 10. After each number write the word you chose for the blank that has the same number.

TOM: Mr. Wallace, _1_ I use your pipe wrench? If I _2_, I think I _3_ get this nut unscrewed. The bolt turns in spite of all I _4_ do.
MR. WALLACE: Certainly, Tom, you _5_ use the wrench. _6_ I help you?
TOM: Yes, you _7_. If you _8_ just keep that old bolt from turning, I know I _9_ twist off the nut.
MR. WALLACE: Well, I _10_ try.

As someone chosen by the class reads aloud the words he chose for the blanks, check the words that you wrote. If you disagree about the word for any blank, ask your teacher to explain what the correct word is.

2. Learning to Use *Let* and *Leave*

Reading to yourself

Sometimes boys and girls use *leave* when they mean *let*.

The word *let*, like the word *may*, is used in asking or in giving permission. Say, "May I have your pencil, please?" or "Please, let me have your pencil." But you should not say, "Leave me have your pencil, please."

> *Let* means *permit* or *allow*. *Let me go, please* means the same as *Allow me to go, please* or *Permit me to go, please*.
>
> *Leave* means *to go away from*.

In these sentences *let* and *leave* are used correctly:

1. I *leave* home at eight o'clock.
2. *Let* the kitten come in, Sam.
3. Please *let* me help you.
4. Will you *let* me help you?
5. I can't *leave* school early.
6. I can *let* you go tomorrow.

Talking together

With your teacher and your classmates, decide which word, *let* or *leave*, should be used in each blank space in these sentences. If you do not understand why the word that should be used is the correct word, ask to have the reason explained.

1. Will they . . . us play here?
2. . . . the door open, please.
3. Please, . . . me be first.
4. . . . me alone!
5. Will your mother . . . you go?
6. I can't . . . the baby alone.
7. . . . me pass, please.
8. I can't . . . you have it.

Reading sentences aloud

Think which word, *let* or *leave*, should be used in each blank space in

these sentences. Then take your turn reading the sentences aloud.

1. . . . me play with your ball.
2. I won't . . . the dog play outside.
3. . . . the radio alone.
4. Please . . . me alone while I write.
5. I will . . . you go now.
6. Will you . . . go of my arm, please?
7. Won't you . . . me see Sara?
8. When will you . . . the book with me?
9. . . . the box on the table.
10. I . . . the dog play with my cap.

Writing and correcting sentences

Write six sentences that answer these questions. Use *let* or *leave* in each of your sentences.

1. May I go to town? Yes, ...
2. Shall I close the door? No, ...
3. May Mary play with me today?
4. When do we go away from here?
5. Where shall I put the books?
6. May Betty come home with me?

Read your sentences aloud when it is your turn. If you wish to know, the class will tell you whether you have made any mistakes in using *let* and *leave*.

If you made a mistake in using *let* or *leave*, study again how to use that word correctly. Then write again any sentence in which you made a mistake.

3. Words Meaning *No* or *Not*

To read and think about

In each of these sentences the word printed in italics has the meaning of *no* or *not* in it.

1. John has *nothing* left.
2. I *haven't* any money.
3. There is *none* in my pocket book.
4. *Don't* go.
5. Mary has *never* been in a railway car.
6. Tom had *nowhere* to go.
7. *Nobody* lives in that house.

In each of these sentences the word printed in italics is the only word that has the meaning of *no* or *not*.

1. Mary *hasn't* any book.
2. The boys *haven't* anything to do.
3. *Haven't* you anywhere to go?
4. *Hasn't* anybody called for me?

> **With a contraction ending in *n't*, it is correct to use a word like *any*, *anything*, or *anywhere*. With a contraction ending in *n't*, it is incorrect to use a word that has the meaning of *no* or *not*.**

It is correct to say:

1. I *haven't any*.
2. Fred *hasn't any* time to spare.
3. Tom *couldn't* find his cap *anywhere*.
4. I *haven't* seen *anybody* come.

It is incorrect to say:

1. I *haven't none.*
2. Fred *hasn't no* time to spare.
3. Tom *couldn't* find his cap *nowhere.*
4. I *haven't* seen *nobody* come.

Talking together

The class should decide which word should be used in each blank space in these sentences.

Choose NO *or* ANY:

1. Betty has ... paper.
2. Helen hasn't ... paper either.
3. Haven't you ... pencil?

Choose NOTHING *or* ANYTHING:

4. After school we had ... to do.
5. We couldn't think of ... to talk about.
6. Haven't you ... to read?

Choose NOWHERE *or* ANYWHERE:

7. I have lost my sweater. I can't find it ....
8. It isn't ... around here.
9. I can't think of ... that it might be.

Choose ANYBODY *or* NOBODY:

10. Isn't ... here?
11. I can see ....
12. Why wasn't ... there?

Writing correct words

Write the answers to the following questions. Show that you know which of these words can be used correctly with a word that ends in *n't*: *any more, anything, nothing, anyone, one, no one, nobody.*

1. Have you some candy for me? No, I haven't ....
2. What did you see in the dark room? I didn't see ....
3. Why didn't Tom pick the apples? He couldn't reach ....
4. Who was at the door? There wasn't ....
5. What does a porpoise look like? I don't know. I have never seen ....

Get someone to check your paper while you check his. Mark any mistake that you find in using words with words that mean *no* or *not.* When your paper is returned, correct each mistake. Rewrite any sentence that needs to be rewritten. Hand the corrected paper to your teacher.

4. A TEST ON USING WORDS CORRECTLY

Reading and thinking

Think which word should be used in each blank in the following sentences.

Choose MAY *or* CAN:

__1__ Tom come home with me? Did your mother say you __2__ go?

Bill says that he ___3___ do a harder trick than that.

Jack ___4___ go if someone goes with him.

Bob ___5___ swim very well under water.

Choose LET or LEAVE:

___6___ me get it for you.

Didn't he ask you to ___7___ him alone?

I won't ___8___ anyone else feed the dog.

She asked you to ___9___ the door shut.

I can't ___10___ you have the book.

For each of these blanks choose one of the words given:

John hadn't ___11___ money. (no, any)

He had ___12___ place to go. (no, any)

There wasn't ___13___ at home. (nobody, anybody)

I could find ___14___ to do. (nothing, anything)

Didn't ___15___ tell you that Tom and I came over to see you this afternoon? (nobody, anybody)

We haven't found ___16___ place to play ball tomorrow. (any, no)

We couldn't go ___17___ else. (Nowhere, anywhere) There wasn't ___18___ time. (no, any)

Do you know that Bill can't play ___19___ more this week? (any, no)

There is ___20___ to take his place. (anybody, nobody)

It looks as if we can't play ___21___ before Monday. (nowhere, anywhere)

Choose TOOK *or* TAKEN:

Who ___22___ your sled away?

No one has ___23___ it.

Hasn't Fred ___24___ it home?

No, I ___25___ it inside the garage.

Mary ___26___ hers home about an hour ago.

Choose GIVE, GAVE, *or* GIVEN:

Who ___27___ Jane her new bicycle?

Mother and Dad ___28___ it to her for her birthday.

Did they ___29___ one to you?

No, they ___30___ me a pony.

I ___31___ my little brother a tricycle.

Choose SAW *or* SEEN:

Mother, have you ___32___ my cap?

I haven't ___33___ it this morning, Joe.

Last night I ___34___ it on the porch.

The pup may have ___35___ it too. I ___36___ him lying there.

Writing words

Make a column of figures from 1 through 36 down the left side of a sheet of paper. After each number write the correct word to use in the blank that has the same number.

Check your paper as your teacher reads aloud the correct words for the blanks. If you made a mistake, do the proper exercise on page 141.

5. Choosing Words to Express about the Same Meaning

To read and think over

Read the snowman's complaint. For each word printed in italics choose a word from the group that has the same number. Choose words that keep the meaning of the complaint about the same as it is now. Use the picture to help you.

THE SNOWMAN'S COMPLAINT

Brrrr! Haven't I a good reason to (1) *complain*? Just look at me! See how (2) *poorly* I'm dressed! Hurry up and put my tie on (3) *properly*. Don't you want me to look (4) *beautiful*?

Where did you get this (5) *hat* that I have on my head? Whoever thought of wearing such a (6) *pot* for a hat? My pipe is out too! Can't I have anything to (7) *cheer* me?

You say I look (8) *sour*? Well, who wouldn't, if he stood here in one (9) *place* all the time? Never mind! I may have to stay here, but when the first warm days come, I'll (10) *disappear*. See if I don't!

Something to write

Copy the snowman's talk, using the words that you chose.

1. blame	2. neatly	3. somehow	4. handsome	5. hood
rejoice	comfortably	straight	weak	cap
grumble	thinly	fixed	queer	derby
punish	darkly	even	funny	bonnet

6. kettle	7. annoy	8. sweet	9. peak	10. vanish
pan	comfort	happy	spot	quit
plate	provoke	cross	corner	stop
saucer	chase	gentle	hole	wait

Talking together

Listen to the complaint as someone chosen by the class reads it aloud, sentence by sentence. Find out which words were chosen. Help your class decide which word in each group fits the snowman's complaint and which words do not.

Writing opposites

For each of the following words find in the lists of words a word that has an opposite meaning. Write the word and its opposite in this way: *strong–weak*.

praise	carelessly	please	bitter
ugly	strong	worry	crooked
start	sad	appear	wild

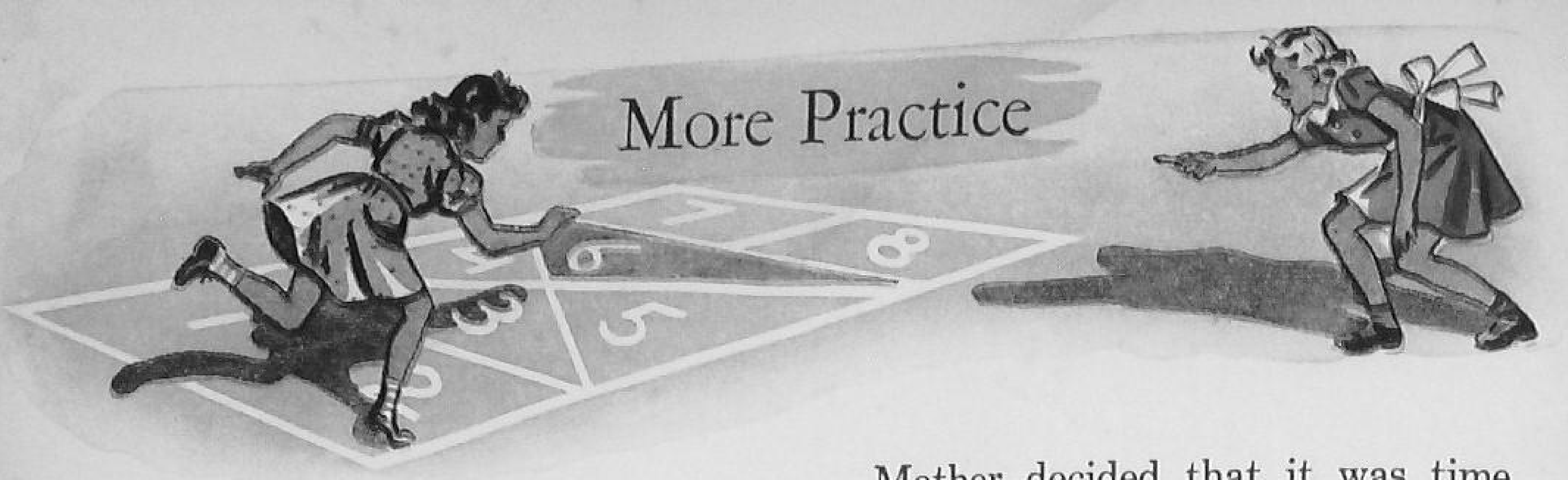
Get someone to check your paper while you check his.

Armstrong Roberts

THE SNOWMAN

Thinking about the picture

Do you think the snowman looks contented and pleasant? Why or why not? What would you complain about if you were in his place?



I

To read and think over

The meaning of each of the following sentences is not clear. The words in italics do not show clearly who or what is meant. Improve the sentences by using other words in place of the words in italics. Write the improved sentences.

1. When breakfast is ready, *she* calls me.
2. *He* earns money for our family.
3. *It* flew to New York in nine hours.
4. *His* bag was filled with mail.

Read this report and decide how you can make the sentences clearer by using other words for some of those printed in italics.

TRAINING A CAT

Mother calls our cat Princess because *she* acts as if *she* rules the house. Princess likes to climb on top of *her* dressing table to take a nap. *She* doesn't like that at all.

Once when she tried to make *her* get down, *she* arched her back and hissed at *her*.

Mother decided that it was time that *she* should be punished, so *she* banged a newspaper against the dresser behind *her* head. Now *she* minds when *she* speaks.

Copying the story

Copy the story. Make the changes that you planned.

Checking your work

Get someone to read your paper. Ask him to tell you whether you have made clear who is meant by each *she* and each *her* that is printed in italics in the report.

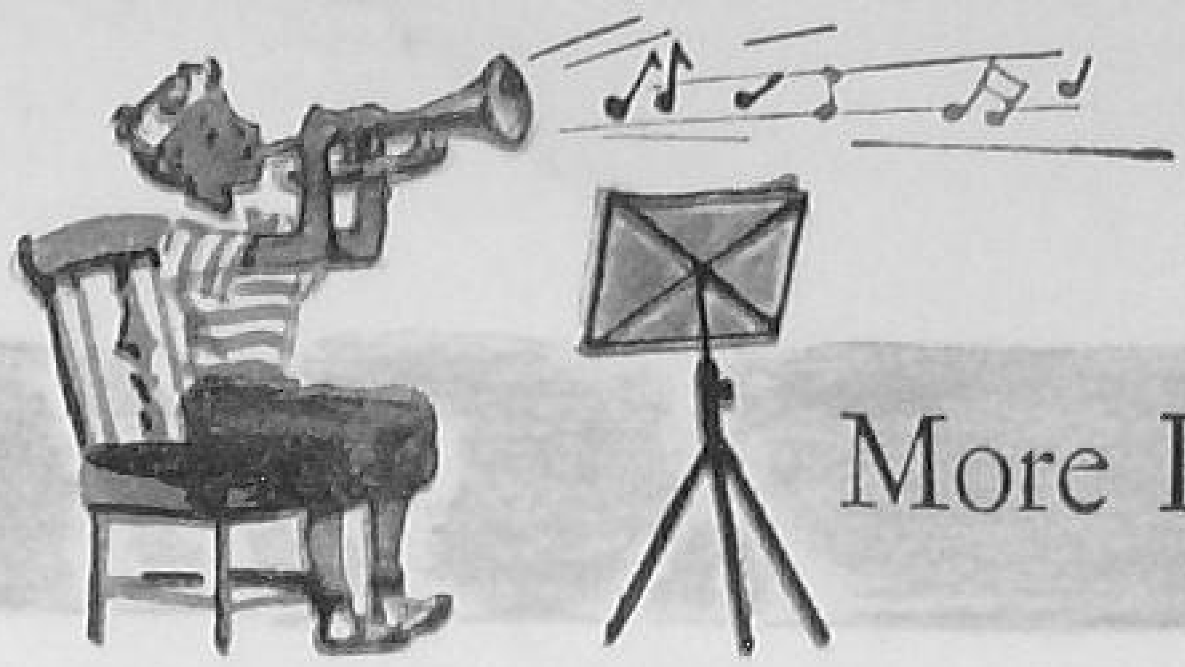
Writing exclamations

In talking about a cat, you might use one of these exclamations:

How quick cats are!
What fun it is to watch kittens play!

Write at least three other exclamations about a cat or some other pet.

In checking your work, use these questions: Does each sentence show surprise or other kind of excitement? Did you put an exclamation point at the end of each sentence?



More Practice

II

Choosing the right words

As you read this conversation, choose the right word for each blank:

MISS EXCUSE-MAKER

MRS. BARRETT: You haven't done 1 (anything, nothing) for the picnic, Alice. I cannot 2 (let, leave) you go unless you do something.

ALICE: I can't think of 3 (anything, nothing) to do. 4 (Can, May) I take some olives?

MRS. BARRETT (after looking in the refrigerator): There aren't 5 (any, none), but you 6 (can, may) make some fudge if you wish to.

ALICE: I don't know 7 (anything, nothing) about making candy. It won't be 8 (any, no) good if I make it.

MRS. BARRETT: There isn't 9 (anyone, no one) shelling nuts. You could do that.

ALICE: I am sorry, Mother, but I won't have 10 (any, no) time to do that because I haven't found 11 (anything, nothing) to wear to the picnic yet.

MRS. BARRETT: See here, Miss Excuse-Maker, a person who doesn't do 12 (any, no) work for this picnic can't do 13 (any, no) eating either.

Writing the correct words

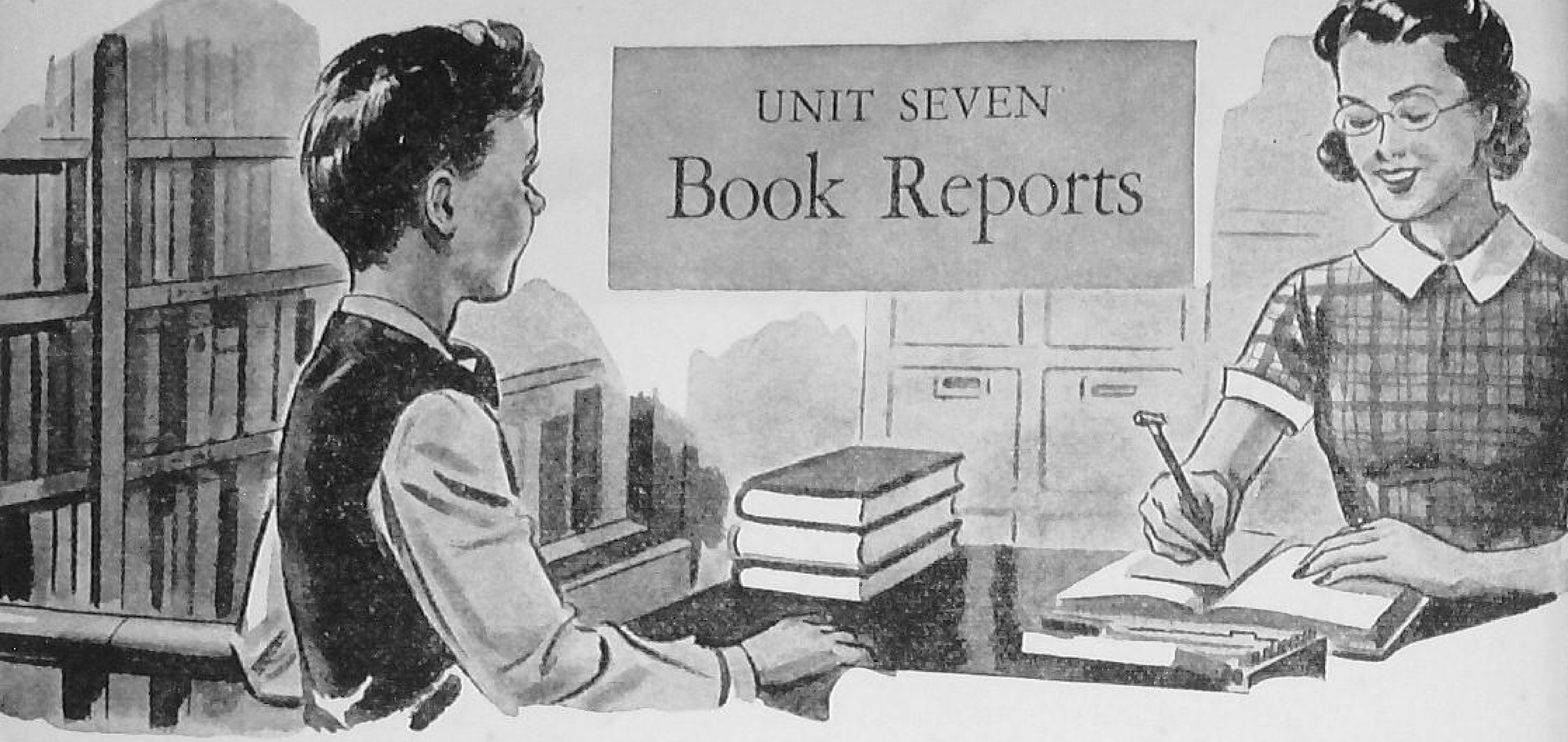
Number a paper from 1 through 13 and make a list of the words that should be used in the blanks.

Checking your work

Look at the sentences in which there are contractions ending in *n't*. Did you choose one of these words for each of the blanks: *any*, *anything*, *anyone*?

Look at the sentences in which permission is asked, given, or refused. Did you choose *may* or *let* for each blank in these sentences?

Correct any mistakes that you found.



UNIT SEVEN
Book Reports

CHAPTER NINETEEN

Telling Your Friends about Books and Pictures

1. What Book Reports Are

Reading to yourself

Did you ever stand in front of the bookshelf in the library and wonder which book you would like to read? Many people have a hard time picking out a good book. You and your friends can help each other by telling about the books you have read.

This is what Jack, Anne, and Joe told their friends in Miss Blake's room about their favorite books:

"I have just read *Jimmie, the Story of a Black Bear Cub*," said Jack. "It was written by E. H. Baynes. It is the story of the author's bear cub. The best part tells about the mischief that the cub did. I liked the book as well as any that I have read this year. You can get it at the public library."

"Did the bear ever hurt anyone?" asked Sue

"No, he didn't," said Jack. "But he did get into trouble."

"*Tina Mina*, written by Dorothy Mayer, is one of my favorite books," said Anne as she held up the book so all could see it. "It makes me laugh every time I read it. I have it here. I'll read you one of the funniest parts. It comes just after the cook has made a pie.

"'Um,' said Tina Mina. 'Something smells very good.'

"'Squash pie, young lady!' said the cook.

"'Oooooo, I love squash pie!' said Tina Mina. 'I'll help you squash it!'

"Before the cook could stop her, Tina Mina sat down right in the center of the pie!"

"What did the cook do?" asked Bill.

"I'm not going to tell," said Anne. "Read the book to find out."

"Where can we get it?" asked Sue.

"It's in the school library," answered Anne. "It came last week."

Then, before anyone could coax Anne to tell any more about Tina Mina, Joe said:

"Yesterday I found a new book that I like. It is called *Little Dog Ready* and the author is Mabel Stryker. The story is about a little white-haired terrier that lived in the city. One night he jumped out the window and ran down the street. He had many exciting adventures. You can get the book at the public library."

"What happened to him?" asked Jim.

"Oh, that's telling too much," said Joe. "I don't want to spoil the story for you by telling all of it. You'll want to read it for yourself."

Talking together about the reports

1. Which of the three books that Jack, Anne, and Joe told about would you like best to read? Why?
2. Does everyone else in your class like that book best? Why should you expect different people to want to read different books?
3. What did Jack tell about his favorite book? What did Anne tell about hers? What did Joe tell about his?
4. Did Jack, Anne, or Joe spoil the story in the book for you by telling too much of it? Did any report make you feel that you wouldn't care to read the book now because the story will seem old? Could anything have been left out of any of the reports? What?
5. Did anyone tell too little to interest you in the book?
6. Which of the three book reports do you think is the best? Why do you think so?

Making a record together

Think which of these things you like to be told about a book that you have not read:

1. The name of the author
2. The name of the book
3. Whether or not the book is interesting
4. What the best part is
5. What the worst part is
6. How the story ends
7. Where you can get the book
8. Whether the story is true
9. What most of the story is about
10. How long the book is
11. Whether or not it has any pictures

Help the class decide which of the eleven items should be used in making a book report. Someone chosen by the class should write on the blackboard the items chosen by the class.

Copying the record

Copy this title near the center at the top of a sheet of paper: *What to Tell in a Book Report.* Under the title copy the list of items from the blackboard. Save your copy; you will need it later.

2. Getting Ready to Give a Report

Reading and thinking

A good book report needs to be well-planned. This lesson will help you plan a report of some book that you like. Do just what it says.

1. Choose a book that you enjoyed reading and that you think other boys and girls would like to have you tell about.
2. Use a copy of the record that you made in the last lesson to help you decide what you will say about the book.
3. Before you begin writing your report, study this report that Dick wrote. Notice where he used capital letters and punctuation marks.

PINOCCHIO

Pinocchio was written by Carlo Collodi. The story is about a wooden marionette that comes to life. A fairy helps him to become a real boy. I liked the story because so many funny things happen in it. Two of Pinocchio's enemies, a fox and a cat, got him to put his money in the ground. He was so foolish that he thought it would grow. You can get the book in the school library or at the public library.

Notice that *Pinocchio*, the name of the book, is printed in italics in the report.

In writing a report you should underline the title of each book named in the report. An underline in a written report means the same as italics in a printed report.

Writing and correcting your report

When you have finished writing your report, use these questions to help you find ways to improve it.

1. Have you told things that will help other boys and girls decide whether they want to read the story?
2. Have you told all that they will need to know about the book?
3. Did you tell enough, not too much, or too little?
4. Is each group of words that you wrote in the form of a sentence really a sentence? Were you careful not to

run sentences together? Did you use a capital letter to begin the first word of each sentence? Did you put a period at the end of each statement? 5. Did you begin with a capital letter each important word in the title of the book and each part of the author's name? Did you write the word *I* with a capital letter? Did you underline the name of the book?

Correct your report if you need to. Save it; you may need it in your next lesson.

If you can, bring to class the book on which you are going to report.

3. A Book Report Hour

Reading your report

Before you give the report that you wrote, read it to yourself again. Improve it if you can.

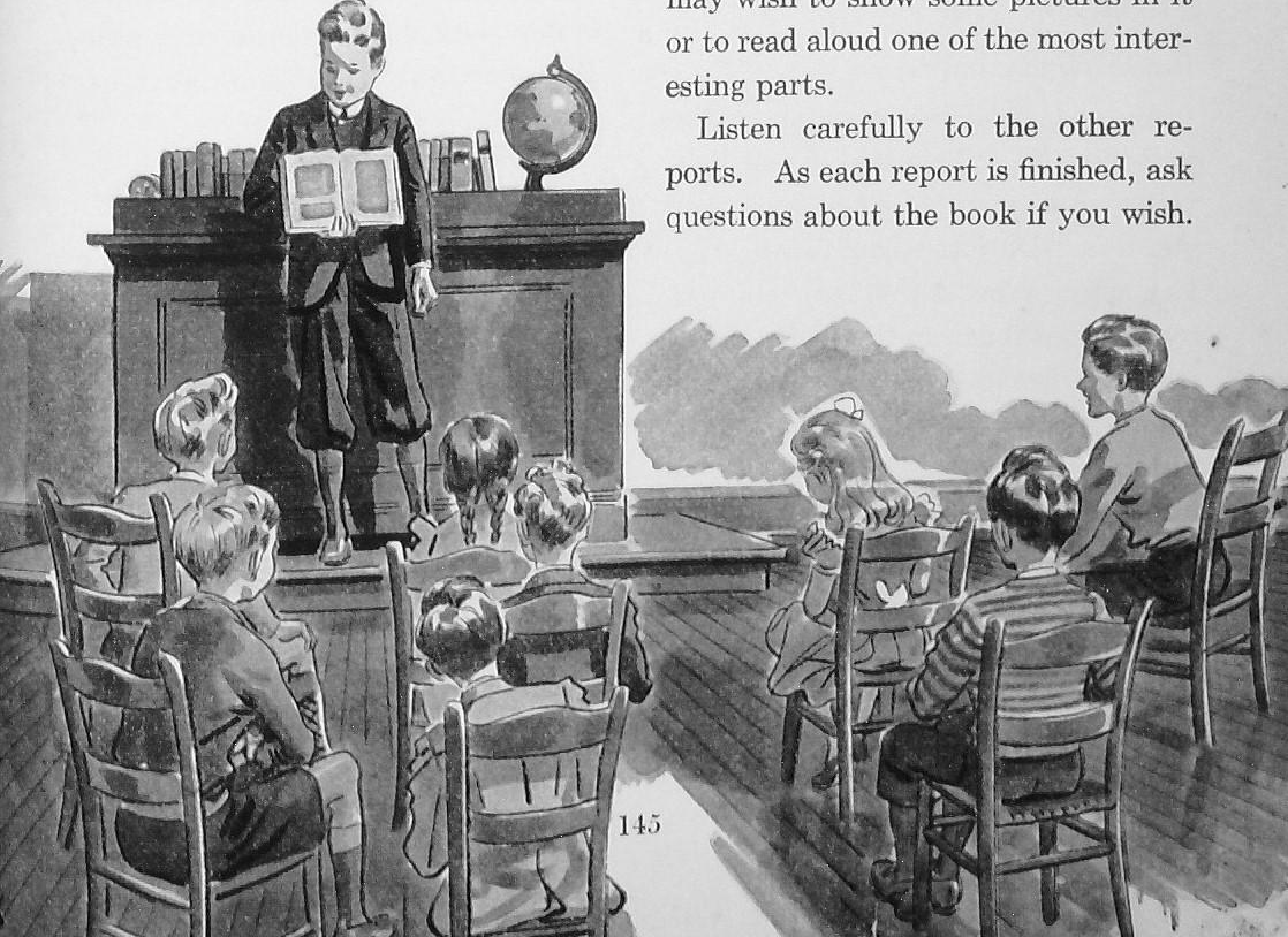
Giving your report

When you are called upon, speak so that everyone can hear you. Try to use a pleasant voice.

If you can, give your report without reading it. The class will enjoy it more if it is given in that way.

If you have the book with you, you may wish to show some pictures in it or to read aloud one of the most interesting parts.

Listen carefully to the other reports. As each report is finished, ask questions about the book if you wish.



Talking over the reports

1. Which books that you heard about would you like to read? Why?
2. How can the next Book Report Hour be made more interesting?
3. When can the class have their next Book Report Hour?

Making lists

Write this title near the top of a sheet of paper: *Book Reports That I Can Make.* Under the title write the names of three books that you have read and would like to tell the class about.

On the other side of your paper write this title: *Book Reports That I Would Like to Hear.* Under the title write the names of books that you have not read and about which you would like to hear.

> In writing a title, remember to begin with a capital letter the first word and each important word. Words like *and, of,* and *the* are not called important in a title.

Making plans

Two or three boys and girls should be chosen by the class to look over the papers and make a program for the next Book Report Hour. The program will be a list of boys and girls and the books on which they will report.

4. Planning a Report about a Motion Picture

Reading and thinking

It's always fun to listen to a report about a good motion picture that you have not yet seen. Which of these items would you want a friend to use in making such a report?

1. The name of the picture
2. Where he saw it
3. When he saw it
4. Whether or not he liked it
5. All of the story
6. A little about the story
7. The names of the people who played the main parts
8. How the story ends
9. The cost of a ticket
10. When and where the picture can be seen

Talking together

Help your class decide whether each item listed above is a good one to be put in a list of items for a motion picture report. If you can think of any other item to add, suggest it.

Getting ready to write a report

To get ready to give a report about a motion picture in your next lesson, follow these suggestions:

1. Choose a motion picture that you enjoyed and that you think most of the class have not seen.

2. Using the list of items that you have just talked over, think what you will say about the motion picture. Tell things that you think the class want to hear about it.

3. Read this good motion picture report that Anne gave. Think why it is good.

Snow White and the Seven Dwarfs tells the old story about the beautiful girl who lived with seven dwarfs in the woods while a wicked queen was trying to find and kill her. The film story is not quite the same as the old fairy tale. The actors in the picture were not real people. They were drawings made by Walt Disney. I liked Dopey and Doc best. One of the most interesting parts of the picture is where Snow White and the animals clean the dwarfs' house. The picture is still being shown at the Atlas Theater.

Writing and correcting your report

Now write your report. Then use these questions to help you find ways to improve it:

1. Does your report tell things that the class will want to know about the picture? Does it tell enough of the story to interest others, but not enough to spoil it for them?

2. Is each group of words that looks like a sentence really a sentence? Are your sentences separated correctly? Did you put a period at the end of each statement?

3. Does the first word in each sentence begin with a capital letter?

4. Find all the names in the report. Does each one begin with a capital letter? Have you capitalized the most important words in the title of the motion picture? Have you drawn a line under the title?

Correct your paper if you need to. Save it, for you may need it later.

5. Giving Reports about Motion Pictures

To read to yourself

Read silently the report that you wrote in the last lesson. Improve it if you can.

Talking together

When you are called upon, give your report. If necessary, you may read it, but the class will enjoy it more if you can give it without reading it. Use a pleasant voice and speak so that everyone can hear you.

Listen to the other reports. As each report is finished, ask questions about it if you wish.

When all the reports have been given, talk with your class about these questions:

1. What motion pictures that you have heard about would you like to see?

2. What do the class need to do to make their reports better?

1. Bigham, Madge A. — Merry Animal Tales

2. Defoe, Daniel — Robinson Crusoe

3. Dopp, Katherine E. — Tree Dwellers

4. Holbrook, Florence — Book of Nature Myths

5. Tappan, Eva M. — American Hero Stories

CHAPTER TWENTY

Capital Letters and Punctuation Marks in Book Reports

1. Making a List of Books

Reading and thinking

It's fun to keep a list of the books that you read and to watch it grow. At the top of this page is a part of a list that Jim made during one year. The list is kept in alphabetical order so that the boys and girls can find out quickly whether or not a certain book is on the list.

1. Look at Jim's list of books. Which comes first, the author's name or the title of the book?

2. Which part of the author's name did Jim put first? In what other list have you seen the names of people written in this way?

3. Why does the name *Bigham* come first in the list? Why does *Defoe* come second? Why does *Dopp* come third?

4. In what order are the names of the different authors printed?

5. What did Jim underline in writing his list? How can you tell?

6. Where are capital letters used in the name of each person? Where are they used in the title, or name, of each book?

7. Where are periods used?

8. Where are commas used?

Think of rules that you need for writing a list of books. Think out a sentence in which you tell each rule.

Talking together

When called upon, tell a rule to your teacher or to someone chosen to write it on the board. Be sure to give a rule that someone has not already given. Use a good sentence.

The class will decide when all the rules needed have been written.

Writing a booklist in alphabetical order

In this list of books the names of the authors are not arranged in alphabetical order. Name number 10 should come first. Number 5 should come second. Which number should come third, fourth, and so on?

1. Perkins, Lucy Fitch
   The Dutch Twins
2. Hunt, C. W.
   About Harriet
3. Stevenson, R. L.
   Child's Garden of Verse
4. Lucia, Rose
   Peter and Polly in Autumn
5. Barrie, James M.
   Peter Pan
6. Humphrey, Margaret
   Pilgrim Stories
7. Burgess, Thornton W.
   Old Mother West Wind
8. White, Eliza Orne
   Helen's Gift House
9. Divine, A. D.
   Fire in the Ice
10. Aliee, Marjorie
    The Little American Girl

Copy the list, placing the names of the authors in alphabetical order. Notice carefully where capital letters and punctuation marks are used. Write the author's name and the title of his book on the same line if you wish to.

Correcting your paper

Check your paper as your teacher reads the list aloud in correct alphabetical order. Use your book to check your spelling and your use of capital letters and punctuation marks. Write again any part of the list in which you made a mistake. Then, if you need more practice, do the exercises on page 162.

2. Using the Apostrophe

Reading and thinking

Think why each apostrophe is used in these sentences:

1. Have you seen John's new book? It tells about dogs.
2. No, I haven't. Is it interesting?
3. I thought so. It's filled with pictures. There's one dog in it that looks like Tom's St. Bernard.
4. I'd like to see the book. You don't have it, do you?
5. No, it is on Tom's desk.
6. Tom isn't quite through reading it, but I'm sure he'll let you see it. Why don't you ask him?

Answering questions together

1. What are words such as *haven't*, *doesn't*, and *it's* called? Why is an apostrophe used in writing each of them? Where is the apostrophe always put in writing a contraction?
2. The first sentence of exercise number 1 asks a question about a book. Whose book is it? Which word shows who owns, or possesses, the book? In exercise number 5 which word shows who possesses the desk?
3. Words such as *Mary's*, *brother's*, *Uncle John's* are called **possessives** because they show who owns, or possesses, something.
4. What are the possessives in exercises 3 and 5? What possessive would show that something belongs to your mother? To your cousin Fred? To your pet? What mark do you use in writing a possessive?
5. Is every word that has an apostrophe a possessive? How can you tell whether a word written with an apostrophe is a contraction or a possessive? To answer the question "Whose?" do you use a contraction or a possessive?

Writing and correcting sentences

Think why each apostrophe is used in the following five sentences. Then close your book and write the sentences as your teacher reads them to you. Use capital letters, punctuation marks, and apostrophes where they should be used.

1. Bill's report doesn't sound much like Sue's.
2. Isn't that picture in Dick's book about dogs?
3. Don't you know that when a dog's nose isn't cold and wet he is sick?
4. Why couldn't Tom make the puppy stop chewing the baby's rubber toys and Daddy's hat?
5. I'll read the part that tells about the pup's fight with the gander.

Check your paper with the sentences above. Count each sentence wrong in which you did not use the apostrophes, capital letters, and punctuation marks that are needed. Write correctly any sentence in which you made a mistake.

3. Using Words Correctly

Reading and thinking

Think which words should be used in the blank spaces in these sentences.

Choose CAN *or* MAY:

Your dog _1_ jump over that low fence.

My mother says that Betty _2_ ride with us to the party.

Fred's father hasn't said that Fred _3_ go swimming with us.

How __4__ you carry so many books?

__5__ I go with you, Miss Blake?

Choose LET *or* LEAVE:

Please, __6__ me go to the movies.

I can't __7__ you here alone.

Don't __8__ the lid off the box.

Won't you __9__ me help with the dishes?

Can't you __10__ him drive the car?

In each of the following blanks use one of the words given:

I haven't __11__ to read. (nothing, anything)

There aren't __12__ books left on the library shelf. (no, any)

Haven't you __13__ (any, none) to lend me? I can't find one __14__. (nowhere, anywhere)

Writing words and sentences

Make a column of figures from 1 through 14 down the left side of a sheet of paper. After each number write the word that should be used in the blank that has that number.

Write questions for which the following sentences might be good answers. Of the two words after each sentence use the one that will be correct for your question. For example, the first question might begin in this way: "Can we get . . .?"

1. It's so late now that the library is locked for the night. (can, may)
2. Fred is so afraid of the water that he has never tried to swim. (can, may)
3. No, this pie is all I have for my lunch. (let, leave)
4. No, I closed the door when I came in. (let, leave)
5. This box is empty. (anything, nothing)

Correct any mistakes that you find you made in using *can, may, let, leave,* or a *no word* in your sentences.

Checking your paper

Check your list of words as one of your classmates or your teacher reads aloud the words that should be used in the fourteen sentences.

When called upon, read aloud the four questions that you wrote. Find out whether you made any mistakes in using *may, can, let, leave,* or *no* and *not words.* Study again how to use correctly any word that you had wrong. Write correctly any sentence in which you made a mistake.

4. Using Commas in a Series

Reading to yourself

As you read each sentence, decide how many things each person has:

1. Dick has a baseball bat glove suit and shoes.

2. Mary has a sweater coat hat rubbers and umbrella to use on rainy days.
3. John has a baseball, bat, glove, suit, and shoes.
4. Jane has a sweater coat, hat, rubbers, and an umbrella for rainy days.

Talking together

1. How many things does Dick have? Is it four or five? Can you be sure? Why or why not?
2. How many things does Mary have?
3. Does the third sentence show clearly just what John has? How?
4. Is the fourth sentence easier to understand than the second sentence? Why?
5. What makes two of the sentences clearer than the others?
6. Why should commas be used to separate a series of words or groups of words that name a list of things?

Thinking about commas

Words, or groups of words, used to name a list of things in a sentence are said to be in a series.

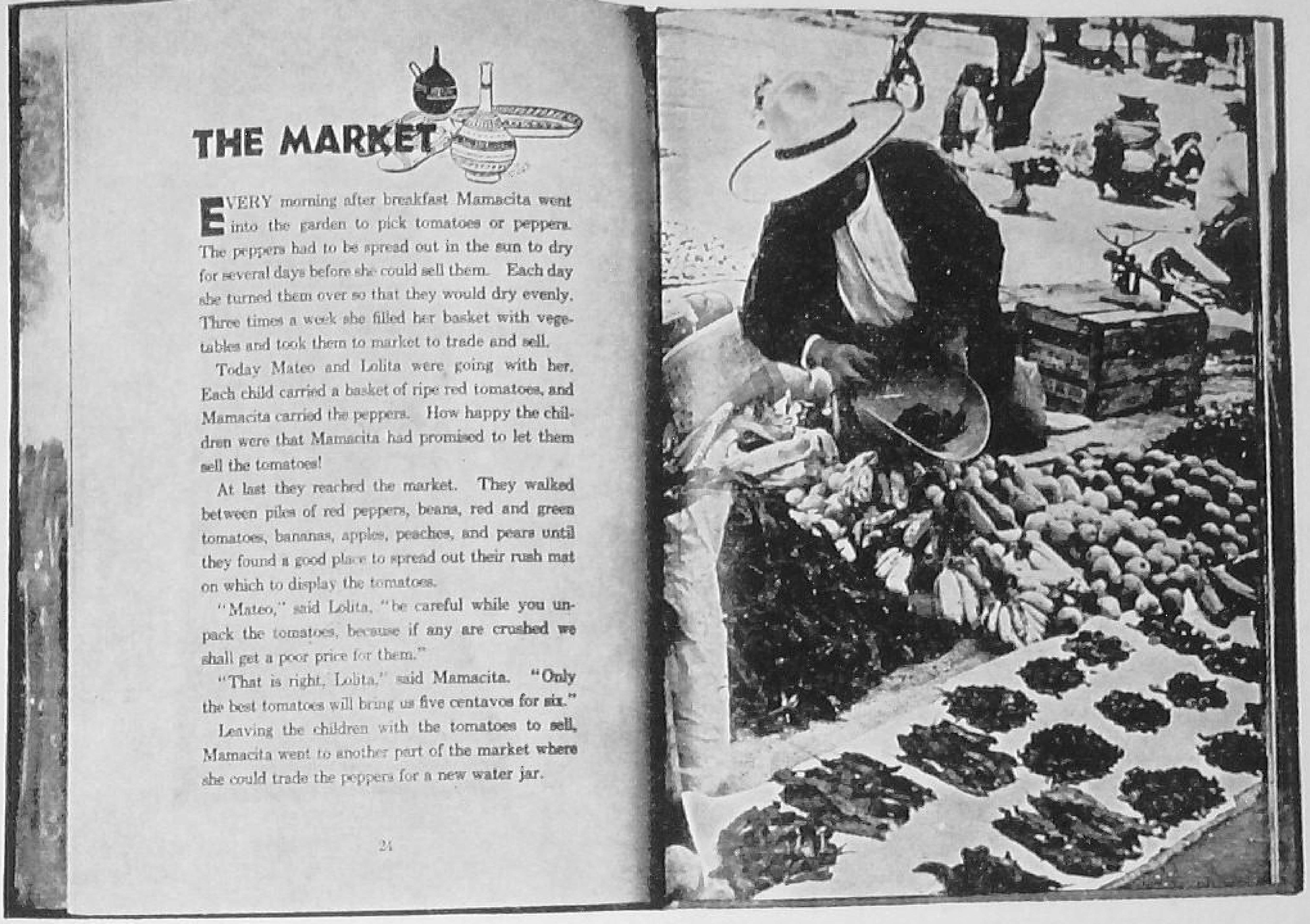
In each of these sentences there is a series of words, or groups of words. The commas have been left out. Think where they should be.

1. Little Black Sambo was very proud of his red coat blue pants purple shoes and green umbrella.
2. Movies about cowboys Indians and cattle thieves are exciting.
3. Robinson Crusoe had a parrot a dog and a goat.
4. Grumpy Doc Sneezy Dopey Bashful Happy and Sleepy were the seven dwarfs who loved Snow White.
5. *Wild Animals I Have Known* is a book about wolves foxes and wild horses.
6. There are stories of goblins elves and fairies in Grimm's *Fairy Tales*.
7. The cat laughed because the Ugly Duckling couldn't curve his back purr and give out sparks.
8. The cruel stepmother made the girl carry water light the fires cook the meals and wash the dishes.
9. The old witch left Hansel and Gretel in a house made of bread cake and sugar.

Writing and correcting sentences

As you copy the nine sentences you have just studied, put in commas where they belong. Then check your sentences with those in your textbook to find out whether you made any mistakes in using capital letters and periods. Correct any mistakes.

Check the commas in your sentences as your teacher tells you where they should be. Correct your mistakes and write again any sentence that needs to be rewritten.



THE MARKET

EVERY morning after breakfast Mamacita went into the garden to pick tomatoes or peppers. The peppers had to be spread out in the sun to dry for several days before she could sell them. Each day she turned them over so that they would dry evenly. Three times a week she filled her basket with vegetables and took them to market to trade and sell.

Today Mateo and Lolita were going with her. Each child carried a basket of ripe red tomatoes, and Mamacita carried the peppers. How happy the children were that Mamacita had promised to let them sell the tomatoes!

At last they reached the market. They walked between piles of red peppers, beans, red and green tomatoes, bananas, apples, peaches, and pears until they found a good place to spread out their rush mat on which to display the tomatoes.

"Mateo," said Lolita, "be careful while you unpack the tomatoes, because if any are crushed we shall get a poor price for them."

"That is right, Lolita," said Mamacita. "Only the best tomatoes will bring us five centavos for six."

Leaving the children with the tomatoes to sell, Mamacita went to another part of the market where she could trade the peppers for a new water jar.

24

5. Using What You Have Learned

Reading and thinking

Here is a good book review that Sam wrote. Notice where commas, periods, capital letters, and apostrophes are used.

The book called *Mateo and Lolita* is one that I like. It is a true story of two Mexican children. Mateo is a boy. Lolita is a girl. The book is interesting because it tells so many things about the way people in Mexico live and because there are so many good pictures in it. *Mateo and Lolita* was written by Burr Durfee, Helen McMorris, and John McMorris. It is in the school library.

Writing a report

As your teacher dictates Sam's report, write it. Then check your paper by the report on this page and correct any mistakes that you may have made in using capital letters or in placing marks of punctuation.

If you find that you need more practice, do the work under *Punctuating a report* on page 162.

The class should choose two or three boys and girls to help your teacher select a paper that is neat and correct. It should be placed on the bulletin board as a model for book reviews.

CHAPTER TWENTY-ONE

Good Paragraphs in Reports

1. Keeping to the Topic

Reading and thinking

The sentences in this report all tell about one topic *My Favorite Stories.*

My favorite stories are about animals. I like to read about a little animal that gets ahead of a big one. The stories that I read over and over again are the *Famous Tar Baby Story* and *Redruff*. The first is in a book called *Uncle Remus: His Songs and Sayings*. The other is found in *Wild Animals I Have Known.*

> A group of sentences written about one topic is called a paragraph. In a good paragraph each sentence tells or asks something about the topic of the paragraph.

In the following paragraph Ruth used a sentence that is not about the topic. Find which sentence it is.

CLEMATIS

Clematis is a book that I like very much. It was written by Bertha and Ernest Cobb. The story is about a little girl named Clematis who was lost in a big city. I read another book that told about a boy who was lost in the woods. The part of *Clematis* that I like best is where Clematis finds her grandfather and goes to live with him. I have a copy of *Clematis* and I shall be glad to let anyone read it.

Talking together

1. Which sentences in Ruth's paragraph tell something about the book *Clematis*?
2. Which sentence should be left out? Why?

Working together

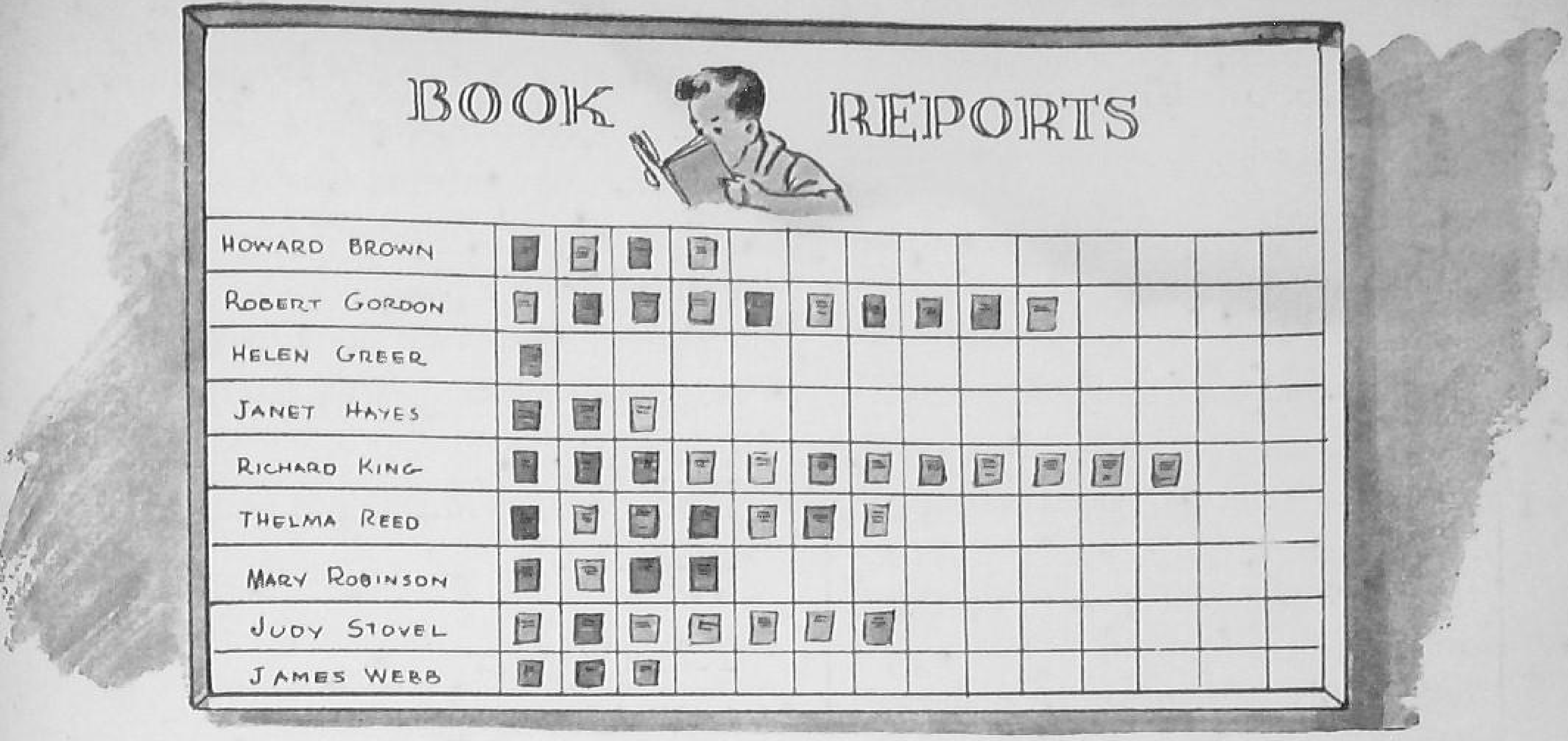
The class should decide which sentence or sentences should be left out of the following paragraph:

A BOOK CHART

Our class is keeping a record on a book chart this year. At the top of the chart we put a picture of a boy reading a book. We wrote the names of all the boys and girls in the class down the left side of the chart. We made a spelling chart too. When a boy or a girl gives a book report, the teacher makes a little make-believe book of bright-colored paper and writes the title of the book and the author's name on it. This is pasted beside the name of the boy or the girl who gave the book report. After some of the names there are whole rows of paper books.

Writing a paragraph

As you copy the paragraph, Jerry's Tricks, leave out the sentences that do not belong in it:



JERRY'S TRICKS

Jerry can do more tricks than any other dog I know. He can walk on his hind legs, shake hands, jump through a person's arms, play dead, and beg for food. Last summer a man tried to steal him. Sometimes he hides people's hats or shoes and then goes away. Dad and I taught him to do some of his tricks. He learned others by himself. Jerry sleeps in our basement at night.

Correcting your paragraph

Use these questions to find out whether you have any mistakes in your paragraph:

1. Did you leave out the sentences that should be left out?
2. Did you use capital letters in every place that they were needed?
3. Where did you use punctuation marks?
4. Did you use apostrophes where they were needed?

Improving your paragraph

Check your paragraph as your teacher tells you which sentences should be left out. Correct any mistakes that you made. Then show your paper to your teacher.

2. Making Two Paragraphs

Reading and thinking

You know that a group of words may look like a sentence and yet not be one. It may be less than a sentence or it may be two or more sentences. The group may begin with a capital letter and end with a period, but you must test whether it is a sentence by what it says, not by the way it looks.

In much the same way you can learn to test paragraphs. A group of sentences may be written or printed to look like one paragraph and yet be more than one. To help you learn to make and use paragraphs correctly, remember to use these two rules:

> **1. A paragraph is a group of sentences that tell about one and only one topic.**
> **2. The first line of each paragraph should be *indented* to show where the paragraph begins. This means that the first line should begin farther to the right than the other lines of the paragraph begin.**

If a report, a letter, or any other piece of writing tells about more than one topic, it should have more than one paragraph. The sentences on each topic should be written in one paragraph.

Mary wrote this report as if it were only one paragraph. But she told things about two topics: (1) *Helen's Gift House*, (2) *Other books*. Where should the second paragraph begin?

BOOKS BY ELIZA ORNE WHITE

Helen's Gift House is an interesting book that was written by Eliza Orne White. You can get it at the public library. It tells the story of a girl named Helen who was given a house near the seashore. She and her mother move into the house and have a good time fixing it up. Helen meets many people who seem queer to her, but soon she learns to like them. There is one old lady who is especially interesting. Eliza Orne White has written many other good books. I liked *Lending Mary*, *The Green Door*, and *Tony*.

Talking together

1. Which sentences in Mary's report tell about *Helen's Gift House*?
2. Which sentences tell about other books by Eliza Orne White?
3. With which sentence should Mary have started a new paragraph? How should Mary have shown that she was starting a new paragraph?

Working together

The class should decide where the second paragraph in each of these reports should begin:

OUR HIKING CLUB

Last Saturday our hiking club went to Lowe Park, three miles away. We started at ten o'clock and got to the park in time for lunch. After lunch we played games and used the swings and slides. We started home at three o'clock and arrived there in time for dinner. There are eighteen boys and girls in the club. Anyone can join who is ten years old and who likes to tramp around the country.

A SPEEDBOAT

Yesterday Tom's father took Tom and me for a ride in his speedboat *Deerfoot*. It was the most exciting ride I ever had. We made turns so fast that I could hardly keep from falling out. When we rode the waves that were made by a big ocean liner, the boat rocked so much that I thought it would turn over. The *Deerfoot* isn't a very big boat, but it is fast. Tom says it can go almost sixty miles an hour. It is a pretty boat too. It is painted blue and white and has stainless steel trimmings.

Writing a letter

Jim Hurley who lives at 16 Center Street, Logan, Iowa, wrote this letter to his friend, Fred Simpson. It should have been written in three paragraphs. Find where the second and the third should begin.

In your letter you asked about our baseball team. Dick is going to take your old place at first base. I hope he will be as good as you were. I am going to play shortstop again. Slim Spaulding is going to pitch. Do you remember the new pup we bought just before you went away? Dad and I took him hunting last Saturday. The pup was scared to death. He even ran away from a rabbit. I don't think he'll ever be much good for hunting. Tell me about Salmon Falls. Do you like it? Do you have a baseball team? Is the fishing there as good as it is in Logan?

Copy Jim's letter, putting in the correct heading. Use the present date. Choose a greeting that you think is suitable. Begin a new paragraph with each sentence that begins a new topic. Use a closing that you think Jim might use.

Correcting your letter

Use these questions to help you find and correct any mistakes you may have made in your copy of Jim's letter.

1. With which sentence did you begin the second paragraph of the letter? Did you indent the first word of that sentence by beginning it farther to the right than you began the first word of the line above?
2. With which sentence did you begin the third paragraph?
3. Where did you use capital letters? Where did you use periods? Where did you use commas?
4. Does each sentence in each paragraph tell something about the topic of that paragraph?

Help the class decide which sentence is the right one to use in beginning each new paragraph.

If you need more practice with paragraphs, use page 163.

3. Using Words Correctly

Reading and thinking

Think which words should be used in the blank spaces in these sentences.

Choose CAN *or* MAY

Mother, __1__ I go home with Jack? He says that I __2__ ride his bicycle.

Yes, Tom, you __3__ go. Are you sure that you __4__ ride a bicycle?

No, I'm not, but I'm sure I __5__ learn to ride.

What makes you think you __6__?

Dad says that I __7__ get one of my own as soon as I __8__ ride.

Choose LET *or* LEAVE:

Dad, will you __9__ me get a bicycle now? I can ride.

How did you learn? Did someone __10__ you use his bicycle?

Jack __11__ me use his today. I rode it home.

Where did you __12__ it?

I left it on the front porch. He said to __13__ it there. He'll get it on his way home.

All right, Jack. I'll __14__ you get one if you won't __15__ it on the street. We'll go to the store tomorrow.

Writing words and sentences

Number a paper from 1 through 15. After each number write the word that should be used in the blank space that has that number.

Write sentences of your own in which you use *can*, *may*, *let*, and *leave*. Use one sentence for each word.

Correcting your paper

Check your paper as someone reads aloud the words that should be used in the blank spaces.

When you have a turn, read your four sentences aloud. If you have made mistakes, the class will tell you what they are. If you do not understand why a mistake that you made is a mistake, ask to have it explained.

4. Using What You Have Learned

Writing a report

Choose a book or a motion picture and think what the class would like to hear about it. Then write your report.

Use these questions to help you find ways to improve your report.

1. Does your report tell things that the class will want to know about the book or the motion picture that you have chosen?
2. Does it tell too much? Does it leave nothing for the person to find out who reads the book or sees the movie?
3. Does each sentence in your report tell something about the topic of your report?

Anderson, C. W.   Blaze and the Forest Fire

This is a good book. It tells about a boy named Billy who loved horses. The most exciting part is where Billy and his pony Blaze save many lives during a forest fire. The book is in the city library.

March 1, 1941   Jack Sharp

4. Does your report tell about more than one topic? If so, did you make a paragraph for each topic?
5. Did you separate your sentences correctly? Is each group of words that looks like a sentence really a sentence?

Correct your report if you need to.

Giving your report

If you are asked to do so, give your report. Try to tell about the book or the movie instead of reading your report.

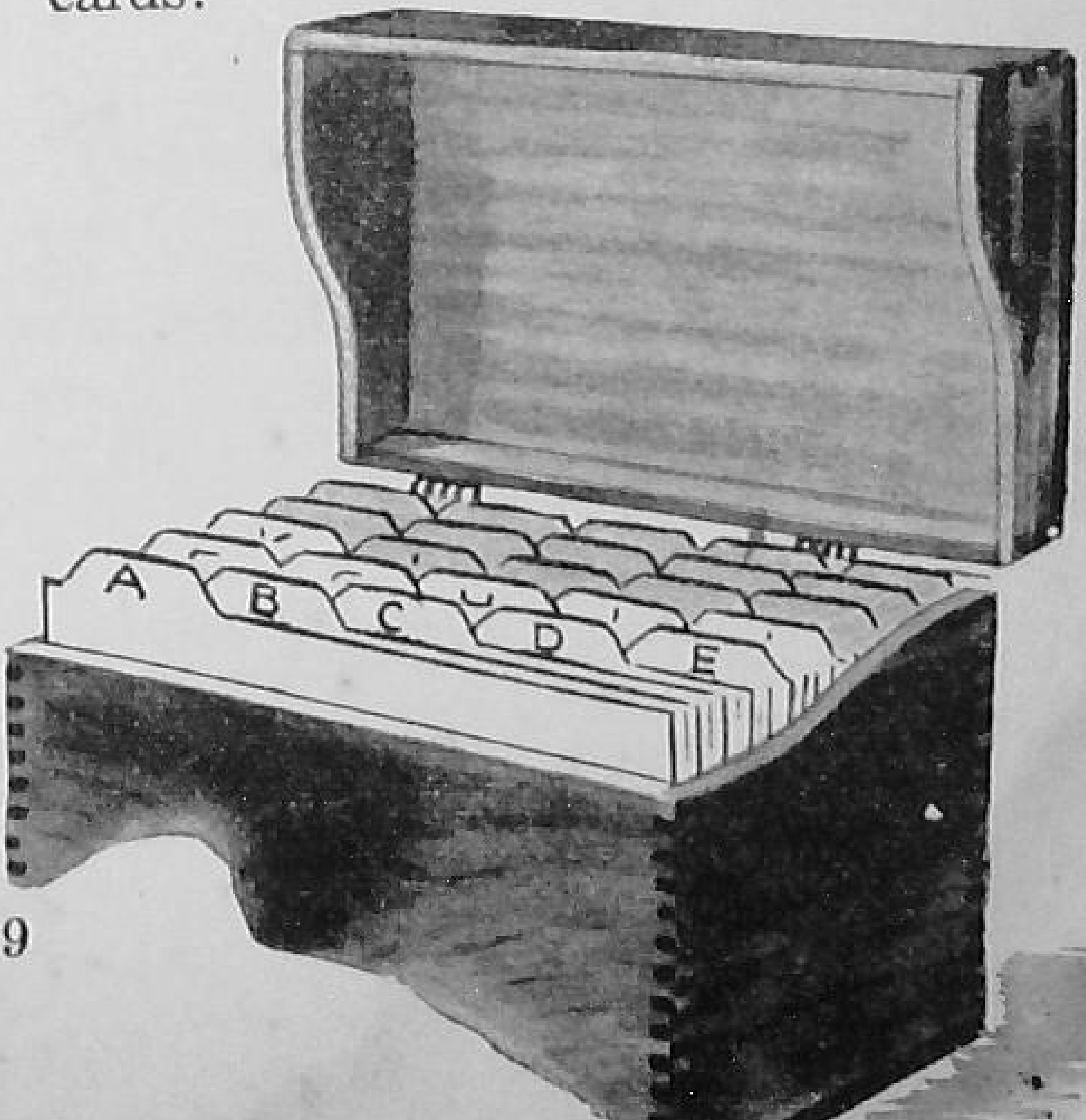
Listen carefully while the other boys and girls give their reports. As each one finishes, you may ask questions if you wish.

Making plans together

In Miss Blake's class book reports are written on cards six inches long and four inches wide. The boys and girls keep these reports in a box or file. Above is a book report that Jack wrote on a card.

The class should decide upon answers to these questions:

1. Of what use would such a file be to your class?
2. Can your class make one?
3. How should the cards be arranged?
4. What should be written on the cards?



5. Using More Exact Words

To read and think about

Read this report through. Then for each word printed in italics, choose a word from the group that has the same number. Choose the word, if you can, that will make the meaning of the sentence more exact. Use the picture to help you.

AT THE SODA FOUNTAIN

Often Ralph goes down to the drug store to (1) *get* an ice-cream soda. Today he brought along a happy little (2) *person.* She is his cousin Janet.

Ralph ordered (3) *some* pineapple ice-cream sodas. While the (4) *man* (5) *fixed* them, two pairs of eyes watched hungrily.

"Don't you like the bubbles in ice-cream sodas?" Janet (6) *said.* "I like the way they tickle my nose."

"Yes," (7) *said* Ralph, "but I like the ice cream at the bottom best."

"These ought to please both of you," said the clerk with a smile as he set the foaming glasses (8) *by* them.

Writing a list of words

Write the words you chose. Number each word to show where it belongs.

1. buy	2. woman	3. several
find	aunt	a few
bring	enemy	two
have	girl	a lot of

4. teacher	5. stirred	6. asked
clerk	beat	told
sailor	patted	guessed
farmer	stroked	declared

7. replied	8. below
boasted	around
suggested	in front of
inquired	beside

Talking together

If you are asked to do so, read the list of words that you chose. Help the class decide which word in each group should be used in the report to give a more exact meaning.

Writing opposites

For each of the following words find a word of opposite meaning in the lists of words on this page. Write each word and its opposite in this way: *come–go.*

take	boy
answered	man
above	sell
friend	many
lose	behind

Give your paper to someone to check while you check his.

If you have made any mistakes, find out why they are mistakes. Then correct them.

MY! DON'T THEY LOOK GOOD!

Thinking about the picture

Are Ralph and Janet interested in what the man is doing? How can you tell? What is the person called who mixes the ice-cream sodas? What are the people called who buy them?

More Practice

I

To read and think over

In the following titles which words begin with capital letters? Which words begin with small letters?

Snow White and the Seven Dwarfs
From Robin to Junco
At the Back of the North Wind
Tale of Peter Rabbit
The Travels of a Snail
The Princess on the Glass Hill

Something to write

Copy from the list of titles the words that begin with small letters. How many different words are there of this kind?

Which of the stories named above have you read or heard? Write their titles.

Next, write a sentence using one of the titles in the list. How will you show which words belong to the title?

Checking your work

Check your lists by the titles given. Did you find six different words that began with small letters?

In writing your sentence, did you use capital letters where they were needed? Did you draw a line under the title that you wrote in the sentence?

Punctuating a report

Periods, question marks, exclamation points, and some commas have been left out of this report. As you copy it, put in those that are needed.

SCAMPER'S CHRISTMAS

Do you like funny stories If you do, you will enjoy the story called *Scamper's Christmas* It is about a boy a girl and a rabbit The rabbit's name is Scamper How frightened Scamper was when he was given a fast ride on a hockey stick He had many other exciting adventures

Checking your copy

Four periods, one question mark, one exclamation point, and two commas were left out of the report. Did you put in all of them? Did you use apostrophes in the three words showing ownership?

More Practice

II

Beginning a new paragraph

This book report tells about two topics and should be written in two paragraphs. Decide where the second paragraph should begin.

TWO GOOL BOOKS ABOUT GIRLS

Many interesting books have been written about girls and the things that they do. The book I like best of all is called *Heidi*. Heidi is a little Swiss girl who lived high in the Alps. Once she visited a city house where she found a real live ghost. Another book about girls that I enjoyed reading is *Rebecca of Sunnybrook Farm*. Rebecca is very different from Heidi. She is an American girl who had many funny adventures while she lived with her two aunts.

Copy the report correctly in two paragraphs.

Keeping to the point

This report has two sentences in it which do not belong there. Find out which they are.

TWO BOOKS ABOUT FOREIGN BOYS

I know two good stories about foreign boys. *Little Pear* is a story about a Chinese boy. The best part of the story is where Little Pear lit some firecrackers and burned his shirt. My mother says that it is dangerous to play with firecrackers. *Pedro* is a book about the life and the adventures of a Mexican boy. There are many colored pictures in the book. Last year Mother, Father, and I drove to Mexico.

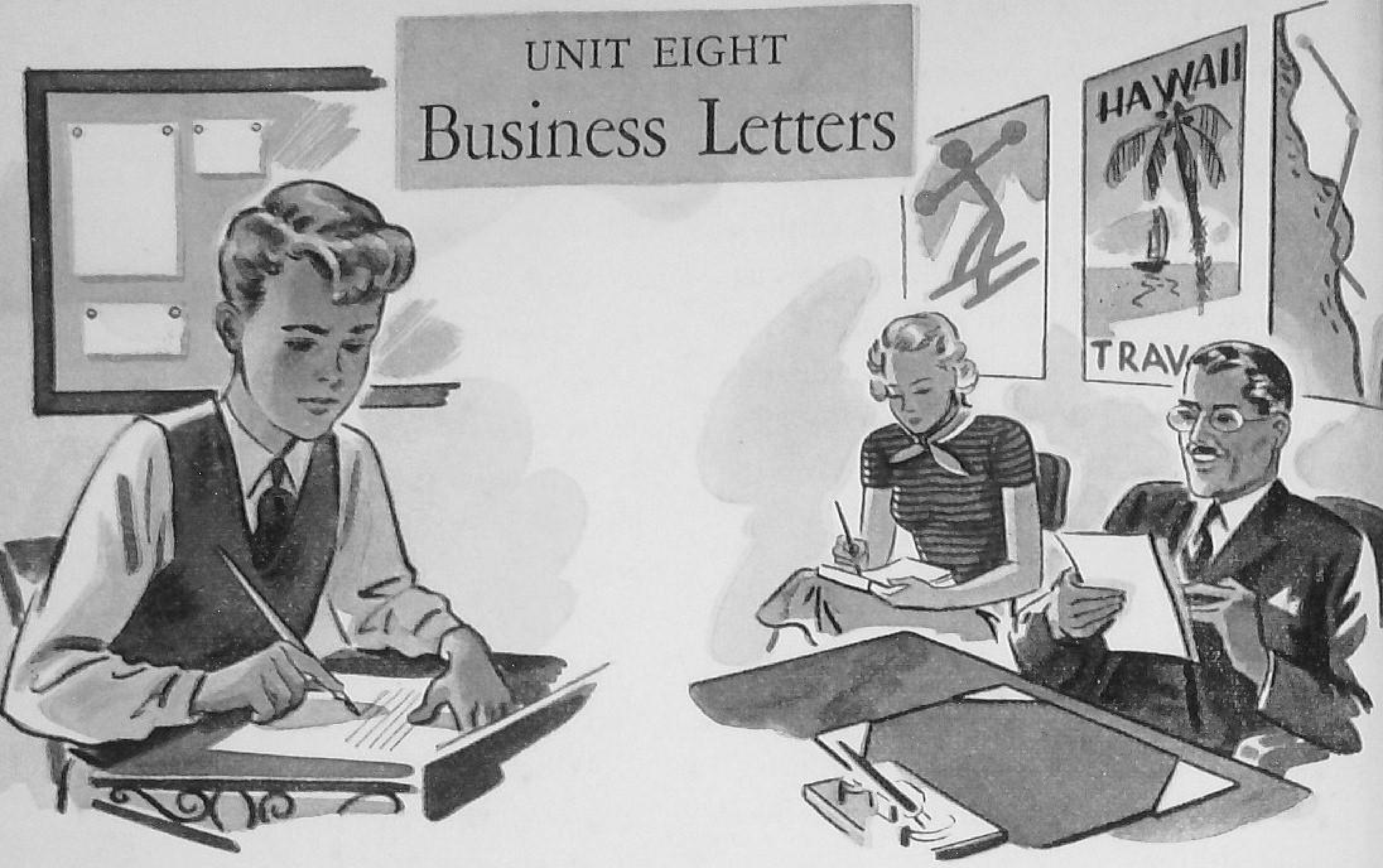
The report above should have been written in two paragraphs. Find where the second one should begin.

As you copy the report, do these things:

1. Leave out the sentences that do not belong in it.
2. Write the report in two paragraphs.
3. Give your two reports to someone to check while you check his.

UNIT EIGHT

Business Letters



CHAPTER TWENTY-TWO

Writing Business Letters

1. The Parts of a Business Letter

Reading and thinking

Do you ever wonder who writes all the letters that the postmen deliver? Have you ever thought that there are two main kinds of letters? You have already studied about the kind called **friendly** letters. The kind that you will study now is called **business letters.**

The business letter printed here was written by a group of boys and girls. Think how it differs from a friendly letter.

Baker School
Greensburg, Indiana
March 20, 1941

Chamber of Commerce
643 Eighth Avenue
Greeley, Colorado

Dear Sirs:

We are studying about national parks in the United States. Can you send us some free pamphlets that tell interesting things about Rocky Mountain National Park? We should like to have some good pictures too. We are especially interested in high mountains, lakes, canyons, and wild animals.

Sincerely yours,
George Wells

Questions for the class to talk over

1. Why is the letter that you have just read called a business letter?
2. How many parts has a business letter? Which part of a business letter do you not use in a friendly letter? This part is called the **inside address.** The inside address of a business letter is the same as the main address on the envelope.
3. Where are capital letters and commas used in the inside address?
4. A colon (:) is used after the greeting. What punctuation mark is used after the greeting in a friendly letter?
5. These greetings are correct for business letters.

Dear Sir:	Dear Sirs:
Dear Madam:	Gentlemen:

Which greeting was used in the letter by George Wells? Why?

In a business letter written to a person, you may use the person's name in the greeting. For example: *Dear Mr. Brown* or *Dear Miss Arnold.*

What other greeting might be used in writing to a business man? To a business woman?

6. Why should you sign your whole name to your business letters? Why is it often all right to sign only your first name to your friendly letters?
7. In many business letters that are written on the typewriter, the writer's name is typed below the signature. Why? How may it help the reader?

To do by yourself

After each of these questions there are three words or groups of words. Decide which of the three is the best answer to the question.

1. Where on the paper should the inside address of a business letter be written?
   (a) in the middle
   (b) on the left side
   (c) on the right side
2. Which is the best greeting to use in a business letter to a man?
   (a) Dearest Mr. . . . :
   (b) Gentlemen:
   (c) Dear Sir:
3. What punctuation mark should be used after the greeting in a business letter?
   (a) a colon
   (b) a period
   (c) a comma
4. What should you write for your signature to a business letter?
   (a) your whole name
   (b) your first name only
   (c) your nickname
5. Which is the best greeting to use in a business letter to a woman?
   (a) Dear Madam:
   (b) Ladies:
   (c) Dearest Madam:

Writing and correcting answers

Number a paper from 1 through 5. After each number write a sentence that gives the best answer for the question that has the same number.

Check your paper as the correct answers are read aloud by someone chosen by your teacher.

2. Telling All That Is Needed

Reading and thinking

When Frank's class wished to visit a factory in their town to see how sugar is made from sugar beets, Frank wrote the following letter for the class. What did he fail to tell in his letter?

Dear Sir:

May our class visit the sugar factory?

Sincerely yours,
Frank Gray

> **The body of a business letter should tell everything that the reader must know to answer the letter promptly or to do whatever is expected of him.**

Talking together

Your class should decide upon answers to these questions:

1. Should Frank's letter have told what the boys and girls wanted to learn at the factory? Why?
2. Should the letter have told how many boys and girls would come to the factory? Why?
3. Should it have told when the class would like to come? Why?
4. What other information should Frank have put in his letter?
5. What important parts of a business letter did Frank leave out?

Help your class answer these questions about the three letters that follow:

1. What information should be added to the body of each of these letters to help the reader decide what to say in answering it?
2. What parts are left out of these letters?

(1)

P. L. Morgan
Marissa Milling Company
Marissa, Illinois

Dear Sir:

May our class visit your mill to see how you make different kinds of flour?

Yours truly,
Jerry Ball

(2)

Oliver Iron Mining Company
Duluth, Minnesota

Gentlemen:

Will you please send our class one of your free pamphlets?

Sincerely yours,
Mary Barnes

(3)

Miss Lucy Stone
415 Elm Street
Canton, Oregon

Dear Miss Stone:

I have heard that you would like to buy a dog. I have one for sale. Would you like to buy him?

Sincerely yours,
Jack French

Writing and correcting a letter

Choose one of the letters that you have just read and write it as you think it should be written. In the body, put all the information that you think the reader will need. In the heading, write your own address or the address of your school. Use the present date. Sign your name to the letter.

Use these questions to help you check your letter. Correct and improve your letter if it needs it.

1. Did you tell everything that the reader needs to know in order to do what you ask him to do?
2. Did you use capital letters and punctuation marks correctly in the greeting of the letter? In the body? In the closing?

When you are called on, read the body of your letter aloud. The class will tell you whether you need to add anything to your letter. Rewrite your letter if you need to do so.

3. Writing Only What Is Needed

Reading and thinking

Some boys and girls make their business letters longer than they should. They tell the same thing more than once or they write things that the reader does not need to know.

In this letter did Sam tell the same thing more than once? What is it? Did he tell things that the reader did not need to know? What are they?

Lakeland, Florida
March 30, 1941

Boy Scouts of America
2 Park Avenue
New York City, N.Y.

Gentlemen:

I have saved up my money to buy a knife. I like a Boy Scout knife best. Please send me an official Boy Scout knife. I enclose a check for $1.35 to pay for it. I am only a Cub Scout now, but I am going to join the Boy Scouts a year from now. Be sure that you send me an official Boy Scout knife.

Yours truly,
Sam Johnson

Talking together

1. Which sentences should Sam have left out because they tell what the business firm doesn't need, or care, to know?

2. Which sentence should Sam have left out because it tells what had already been told?

3. How did Sam's letter waste time for the business firm to which it was sent?

4. When you write a business letter, why should you tell only the things that the reader needs to know?

5. Which sentences should make up the body of Sam's letter?

Working together

The following are the main parts of three business letters. The class should decide what should be left out of each one.

(1)

Dear Sirs:

Please send a gallon of chocolate ice cream to Room 104, Baker School, Tuesday afternoon at 2 o'clock. We will pay the man who brings it. Everyone in the class likes chocolate best. Do not send any other kind. Send only chocolate.

(2)

Dear Sirs:

Our class is studying food and we need more books. Will you please send us one copy of your free booklet *How Bread Is Made?* Last fall we wrote for a book about raising cotton. The class decided to ask for your booklet, and they asked me to write for it.

(3)

Dear Sir:

My old football was not any good. I do not want another one like it. Please send me a Sampson football. I am enclosing a check for two dollars. Be sure to send me a Sampson ball.

Some of the boys here have other kinds of footballs, but I want a Sampson. Fred Hunter has a Punter's Favorite. I don't want that kind.

Writing and reading a letter

Copy this letter. Leave out the sentences that should be left out. Use the present date and your address in the heading. Sign your name.

R. B. Long and Company
616 Main Street
Springfield, Alabam

Dear Sirs:

I have a Mexican stamp that I should like to trade for another stamp. Could you send me a Chinese stamp for it? I already have three stamps from Mexico and not any from China. I want to trade a Mexican one for a Chinese stamp.

Yours truly,

If you are asked to do so, read your letter aloud. The class will tell you whether you used all the sentences that are needed and left out those that are not needed.

4. Writing a Business Letter

Reading to yourself

There are times when you or your class will need to write a business letter. You may wish to order a magazine or a picture. You may need to write for free booklets or posters to use at school. Here are a few suggestions that might help you.

1. For pictures and booklets about a city, write to the Chamber of Commerce in that city.
2. For free booklets about a state, write to the State Tourist Bureau, Capitol Building, in the capital city of the state in which you are interested.
3. For free posters to use for Book Week, write to Book Week Headquarters, 62 West Forty-fifth Street, New York City, New York.
4. For information about the Boy Scouts of America, write to Boy Scouts of America, 2 Park Avenue, New York City, New York. For information about Campfire Girls, write to Campfire Girls, 88 Lexington Avenue, New York City, New York.
5. For free booklets of interesting places to visit, write to railroad companies, bus companies, and gasoline companies in your state. Address your letters to the Travel Departments of these companies in the largest city in your state.

Planning a business letter

Think of booklets, pictures, or other things that you would like to have your class get.

Think of factories, stores, railroad stations, bus stations, fire stations, farms, and other places near your school that your class may need to visit.

Choose a place to which you will write a business letter for your class.

Think of things that you will need to say in your letter.

Writing a business letter

Now write your business letter. Date the letter and use the address of your school in the heading.

If you know the address of the person or persons to whom you are writing, write the inside address. If you do not, leave blank spaces for the inside address. Then plan to find the address before your next lesson.

Correcting your letter

1. Does the body of your letter tell all that the reader will need to know in order to answer it properly or to do what you want him to do? If not, what more should be said?
2. Does the letter tell things that waste the reader's time because he does not need to know them? If so, what should be left out?

3. Did you write about more than one topic? If so, did you use a separate paragraph for each topic?
4. Did you write the heading and the inside address correctly?
5. Did you use a proper greeting?
6. Where did you use capital letters and punctuation marks? Did you use them in all the places where they were needed?

Correct any mistakes that you find in your letter. Write it again if you need to.

5. Using What You Have Learned

Reading letters aloud

When you are called on, read your letter aloud. The class will tell you whether the letter says all that it should. They will tell you whether you wrote things which the reader does not need to know and which for that reason should be left out.

Planning together

The class should decide which of the letters read should be mailed. These should be written on the blackboard. The class can then find ways in which to improve the letters.

Help your class choose boys and girls to copy the corrected letters from the blackboard, to address the envelopes that are needed, and to mail the letters.

To do by yourself

If you need further practice in using capital letters and punctuation marks correctly in letters, do the exercise on page 184.

CHAPTER TWENTY-THREE

Using Words Correctly in Letters

1. The Use of *Good* and *Well*

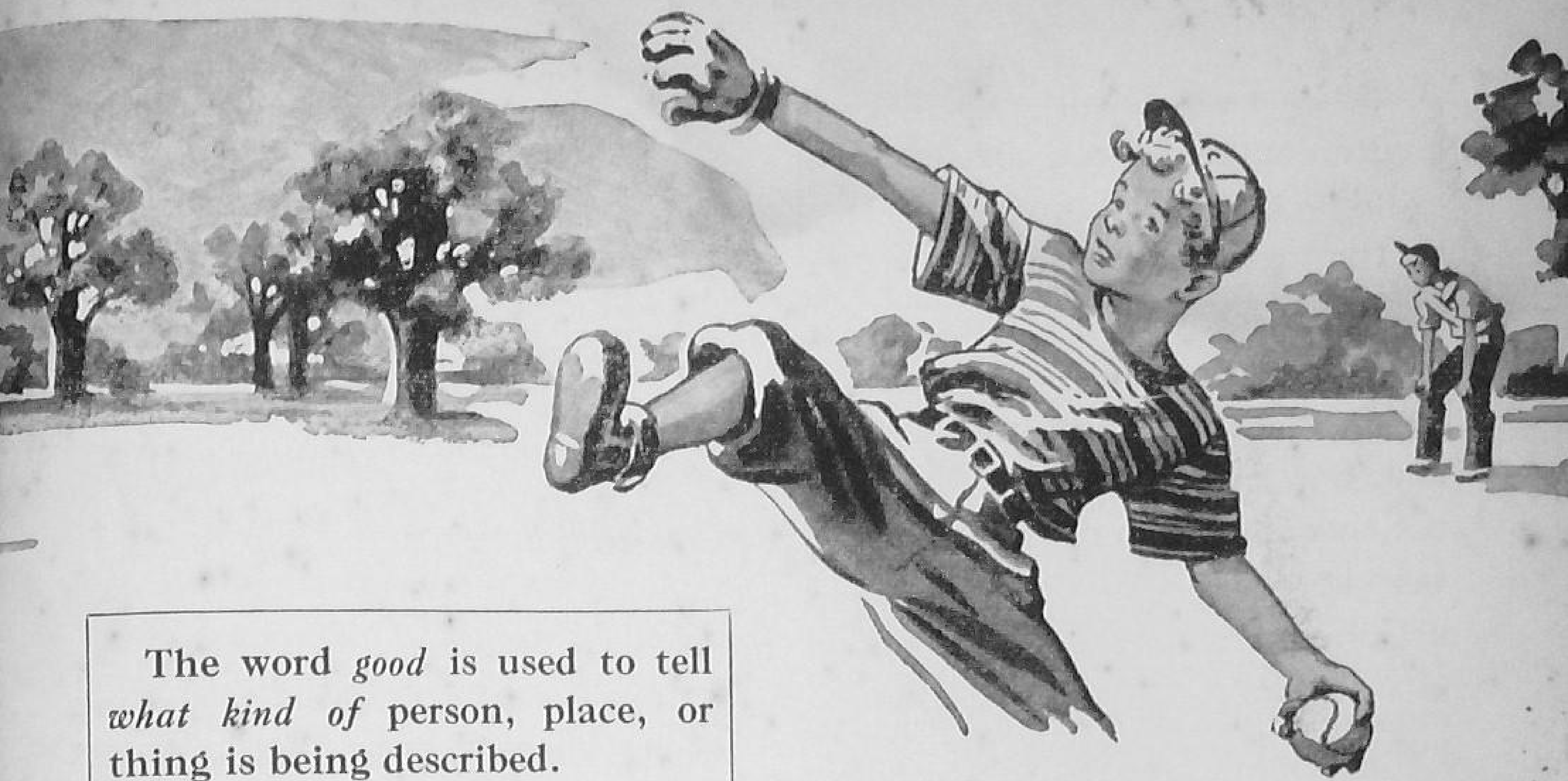
Reading to yourself

As you read this letter, notice the use of the words *good* and *well*. Which word answers the question *What kind of?* Which one answers the question *How?*

Dear Jack,

In the new park there is a *good* place to play ball. Tom and the other boys are going there after school. We know that you play *well* and we want you to be on our team.

George



> The word *good* is used to tell *what kind of* person, place, or thing is being described.
>
> The word *well* is used to show how a person or thing acts or how something is done.

The words *good* and *well* are used correctly in these sentences:

1. Ted is a *good* pitcher. He plays ball *well.*
2. Mary sings *well.* She has a *good* voice.
3. John gave a *good* report about making glass. He did so *well* that we asked for another one.

Playing a game

A leader, chosen by the class, starts the game by asking someone a question in which he uses either *good* or *well.* If he uses *good,* the person who answers must use *well.* If the leader uses *well,* the one who answers must use *good.*

The game might start in this way:

LEADER: John, can you train animals well?
JOHN: I am a very good lion tamer.

Or it might begin like this:

LEADER: Helen, are you a good cook?
HELEN: I can boil water well.

When a person answers correctly, he becomes the next leader. If he makes a mistake in answering, he must try to answer another question before he becomes the leader.

If a leader makes a mistake in asking a question, he must ask another.

Play the game with your class.

Writing words and sentences

Think which word, *good* or *well,* should be used in each blank space in the following sentences.

Remember that *good* tells what kind of; *well* tells how.

If you eat too much for dinner, you may not sleep __1__.

Chew your food __2__ before you swallow it.

Tom Sawyer is a __3__ book.

Can a __4__ runner always skate __5__?

Did you brush your teeth __6__ this morning?

Bob plays marbles as __7__ as anyone in school. He is __8__ at any game.

Jim's mother cooked a __9__ lunch. Both Jim and Tom ate __10__.

__11__ lemonade must be stirred __12__.

A dull knife does not cut __13__.

Peanuts grow __14__ in sandy soil.

Jonathans are __15__ apples.

Fido is a __16__ dog. He minds __17__.

Ben said that he was a __18__ ball player. When we tried him out, he didn't bat __19__ and he didn't catch __20__.

Number a paper from 1 through 20 and write the words that you chose for the blanks.

On the same paper write two questions and two answers that might be used in playing the question and answer game.

Correcting your paper

Check your list of words as someone chosen by the class reads the correct words aloud.

When your turn comes, read aloud your two questions and answers. If you ask the class to do so, they will tell you whether you made mistakes and what they are.

Study again how to use correctly each word with which you made a mistake. Write correctly any sentence in which you made a mistake.

2. The Use of *A* and *An*

To read to yourself

The words *a* and *an* mean the same thing, but are used with different words.

***An* is used before words that begin with a vowel sound.**

The vowels are *a*, *e*, *i*, *o*, and *u*.

It is correct to say:

an apple	an oak
an eagle	an uncle
an imp	an hour

Notice that the word *hour* is pronounced like *our*. *Hour* begins with a vowel sound. The *h* is not sounded. For the same reason, say *an honor* and *an honest man*.

At the beginning of a few words such as *use* and *union*, *u* is sounded as if it were spelled *you*. Before such words we use *a*. Can you tell why?

We say:

a useful tool	an ugly duckling
a usual thing	an umbrella
a union	an upper room

> *A* is used before a word that begins with some other sound than a vowel sound.

It is correct to say:

a cat a fence a tree

Talking together

Help your class decide whether *a* or *an* should be used in each blank in these sentences:

1. Ruth's father gave her ... pony.
2. She let Tom ride him for almost ... hour.
3. Tom gave Ruth ... apple.
4. He gave the pony ... lump of sugar.
5. Then he tied him to ... elm tree.
6. Tom tied ... knot in the rope.
7. It was ... easy job to untie him.

Using A *and* AN *in sentences*

When you are asked to do so, give a sentence in which you use *a* or *an* with one of the words below. If you are told that you made a mistake in using *a* or *an* in a sentence, give the sentence correctly.

1. airplane
2. canary
3. elephant
4. goat
5. honest
6. jar
7. leaf
8. newspaper
9. ball
10. doll
11. fish
12. hat
13. Indian
14. kitten
15. marble
16. owl
17. pen
18. radio
19. turtle
20. useless
21. watch
22. yard
23. quilt
24. star
25. uncle
26. visit
27. X-ray
28. zebra

Writing a test

Decide for yourself whether *a* or *an* should be used in each blank:

Dear Mr. Wallace:

Do you have __1__ Indian play that is __2__ easy one for __3__ fourth grade to give? We want __4__ short play for __5__ assembly program that lasts only __6__ hour. There are just __7__ dozen boys and girls in the class. Please send us __8__ list of plays and suggest __9__ good one for us.

Gentlemen:

Our class is making __10__ study of salt. My group is to write __11__ report on salt mining. Today I was told that you send out __12__ free booklet which has __13__ article on that topic. May I have __14__ copy of it? I enclose __15__ addressed and stamped envelope for __16__ answer.

Number a paper and write the words that you chose for the blanks.

Checking your work

As your teacher reads the correct word for each blank, check your paper. Write correctly any sentence in which you used *a* or *an* incorrectly.

3. Speaking of Yourself and Another Person

To read to yourself

> **In speaking of yourself and another person, you should mention the other person first.**

It is correct to say:

1. *Dick and I* go fishing together.
2. *You and I* are Cub Scouts.

Do not say *I and Dick* or *I and you.*

In speaking of yourself and another person, you must also be careful in your use of *I* and *me.*

In these sentences the word *I* is used correctly:

1. *Tom and I* got here first.
2. *Dad and I* are pals.
3. After school *Helen and I* are going to the library.

In these sentences the word *me* is used correctly:

1. Mother sent *Ruth and me* to the store.
2. Fred is going with *Sam and me.*
3. Are those two books for *Joe and me?*
4. Did Aunt Mary send the pictures to *Mother and me?*

Thinking about the words I and me

You can learn an easy way to tell whether *I* or *me* is the correct word to use in a sentence.

In this incorrect sentence, *Dad and me went fishing,* cover the two words *Dad and.* What is left? You wouldn't say *me went fishing.* You'd say *I went fishing.* In that way you see it is correct to say *Dad and I went fishing.*

In this incorrect sentence, *Dad gave the tickets to Sue and I,* cover the words *Sue and.* Now what does the sentence say? Would you say *Dad gave the tickets to I?* Of course not. You'd say *Dad gave the tickets to me.* In that way you see it is correct to say *Dad gave the tickets to Sue and me.*

> To help you decide whether to use *I* or *me* in a sentence in which you speak of another person and yourself, think which word you would use if you spoke of yourself only.

Talking together

For one of the blanks in each sentence use the name Jack. For the other blank help your class decide whether *I* or *me* is correct.

_1_ and _2_ played ball together.
Mother gave the ball to _3_ and _4_.
_5_ and _6_ raked the yard today.
Fred went with _7_ and _8_ to the ball game.
Tom said that he would wait for _9_ and _10_ after the game.

Testing yourself

Decide for yourself which group of words is correct for each blank: *Sam and me; Sam and I; I and Sam; me and Sam.*

_1_ are going to play marbles.
Mother asked _2_ to come home early.
Dad gave _3_ enough money to buy some marbles.
Dick said he would play with _4_.
_5_ will meet him on the corner.
All the boys and girls will be at the movie except _6_.
_7_ walked to school. Tom sat between _8_.
The ball rolled past _9_.
The men gave the ball to _10_.
Fred said that he would come after _11_.

On a sheet of paper write the numbers 1 through 11. After each number write the words you chose for the blank that has the same number.

Checking your work

As your teacher reads aloud the correct words for each blank, check your paper. If you made any mistakes, find out why they are mistakes and correct them. Write correctly each sentence in which you had a mistake.

4. Using What You Have Learned

Reading and thinking

Very often you need to write for information about something you are studying at home or at school. Your class probably is interested in knowing more about birds. Here are some of the questions you might wish to have answered:

1. In what ways are birds helpful to people?
2. What are some of the enemies that birds have?
3. How can birds be protected from their enemies?
4. What can boys and girls do to help birds?

Talking together

1. On which of the four questions on page 175 would the class like to have information?
2. In what other questions about birds is the class interested?
3. What are some of the ways in which the class might get the information needed?

Reading and writing

You can get free booklets, pictures, and information about birds and how to protect them by writing to either or both of these places:

1. The National Association of Audubon Societies, 1006 Fifth Avenue New York City, New York
2. The Department of Agriculture, Washington, D.C.

Think of things that your class want to know about birds. Then write a business letter to one of the two addresses above. Use the address of your school and the present date in the heading.

Correcting your letter

Read your letter carefully to yourself. Use these questions to help you find any mistakes that you may have made.

1. Does your letter tell everything that the reader will need to know before he can do what you ask him to do?
2. Does your letter tell things that should be left out because they are not needed?
3. Did you begin a new paragraph each time that you wrote a sentence about a different topic?
4. Did you use a correct greeting?
5. Where did you use capital letters and punctuation marks?
6. Did you use words correctly?

If you find any mistakes in your letter, correct them. Write it again if you need to. Give your letter to your teacher so that if it is a very good one, it may be chosen to send.

The class should choose someone to copy the letter. Then they should make plans for mailing it.

5. A Test on Using Words Correctly

Reading to yourself

Choose the right word to use in each blank space.

Choose GOOD *or* WELL:

Bob's shoes do not fit _1_.

Helen speaks _2_. She is a _3_ speaker.

Mother can cook a _4_ dinner. She is a _5_ cook. She does many things _6_.

Tom is a _7_ pitcher, but he can't bat very _8_.

Choose A *or* AN:

Elsa wanted ___9___ orange, but Mother gave each of us ___10___ apple.

We saw ___11___ bear cub at the zoo.

Betty carries ___12___ umbrella when it rains.

Is there ___13___ hour when ___14___ dictionary is not ___15___ useful book?

He was ___16___ honest man.

Choose SUE AND ME; SUE AND I; ME AND SUE; *or* I AND SUE:

Aunt Mary sent ___17___ a stamp book.

___18___ are starting a stamp collection.

Will you go shopping with ___19___?

___20___ are going to buy new hats.

Mother said that she might get new shoes for ___21___.

Last spring Dad gave ___22___ new roller skates.

___23___ like to skate together.

Tom lends his skate key to ___24___.

To do by yourself

Number a paper and write the words that you chose for the blanks.

Check your paper as your teacher reads aloud the correct words.

If you made a mistake, read how to use the word, or words, you missed. Then work out the right exercise on page 185.

CHAPTER TWENTY-FOUR

Capital Letters and Punctuation Marks in Business Letters

1. USING CAPITAL LETTERS

Reading and thinking

Find in this letter: (1) the name of a company, (2) the title of a book, and (3) the name of a special product. Notice where capital letters are used in each.

417 Lincoln Avenue
Taylor, Virginia
April 10, 1941

The Cooper Oil Company
381 Wellon Street
Burton, Kansas

Gentlemen:

I have heard that The Cooper Oil Company has a free booklet called *The Story of Oil*. Will you please send it to me?

I should also like to have any pictures that show how Startex Gasoline is made.

Very truly yours,
Joe Adams

In writing a business letter like Joe's, you need to follow this rule for the use of capital letters:

> **Begin with a capital letter the first word and each important word in the name of a company.**

What other rules for capital letters do you need to follow in writing Joe's letter?

Talking together

With your class and your teacher make a set of rules for using capital letters in a business letter. Your teacher, or someone chosen by the class, should write the rules on the board. The rules should include those needed in writing:

An address
A date
The name of a company
The title of a book or booklet
The name of a special product
The greeting of a letter
The closing of a letter
The signature

What other rules about the use of capital letters should be included?

Help your class decide which of the rules for capital letters you should follow in writing each of these sentences correctly:

1. Mother buys Bow Wow Dog Food at the Rex Pet Store.
2. The Bimbo Garage sells Square Deal Gasoline.
3. Do you know where the Case Drug Company is?
4. I like Golden Banner Pencils best.
5. The Snow White Grocery sells Blue Ribbon Bread.

Writing and correcting sentences

Close your book and write Joe Adams's letter and the five sentences as your teacher reads them aloud. Use capital letters where you need them.

In checking your sentences and your letter, use the list of rules the class made. Then open your book and check the sentences and letter by it. If you made any mistakes, correct them.

2. Using Punctuation Marks

Reading to yourself

Notice where commas are used in the answers to these questions:

1. Did you send your letter? Yes, I sent it two days ago.
2. Have you had a reply? No, I haven't.
3. Is it too soon to expect one? Yes, I think it is.

In each answer cover all the words except *yes* or *no*. Does *yes* or *no* by itself answer the question?

When *yes* or *no* answers a question and is used as the first word in a sentence, it is set off from the rest of the sentence by a comma.

In this letter commas are used in seven places but only for five different reasons. Find the five different uses and think of a rule for each use.

851 Oak Avenue
Austin, Tennessee
April 20, 1941

Mr. D. R. Clark
Goodwill Travel Bureau
1621 First Street
Nashville, Tennessee

Dear Sir:

Yesterday I received your letter, the booklet, and the pictures I asked for. I thank you for sending them.

You ask me if I need any more information. Yes, I do. My father and I are planning to take a trip to the Grand Canyon in June. Will you please send me a booklet about the Canyon and a map that shows the best way to go?

Sincerely yours,
Martha Powell

Look over the letter again. Find three different uses for periods.

Talking together

With your class make a set of rules for the use of marks of punctuation in a business letter. Include five rules for the comma, three rules for the period, and one for the colon (:). Help to put each rule in a clear sentence to be written on the board.

Writing sentences

Think why each punctuation mark is used in these sentences:

1. Does Mrs. Berg live on Ninth Avenue?
2. Yes, she does.
3. Where did Mrs. Berg get her new porch swing?
4. She bought it at the J. D. Perkins Store.
5. Did she order the swing when she sent for porch chairs, an outdoor table, and a straw mat?
6. No, she bought it later.
7. Do you know Mr. J. D. Perkins himself?
8. No, I don't. I suppose you do.
9. Yes, I do. He lives near our place.

Close your book and write the nine sentences as your teacher reads them aloud. Use punctuation marks where they should be used.

Check your paper by the sentences in the book. If you made any mistakes, correct them.

For further practice, if you need it, use the exercise on page 184.

3. Words That Have Nearly the Same Meaning

To read and think over

First, look at the picture and read all of the report given below.

Next, find the first numbered word (in italics) in the report. Then, at the right, find the group of words that has the same number. Think which word (or words) in the group can be used in place of the word in the story without changing the meaning of the sentence very much.

Do the same for each word printed in italics in the report. Use the picture to help you.

Sleepy Bill

It is a (1) *stormy* morning and it is cold. Bill's mother has just (2) *roused* him. Bill wishes it weren't time to get up, for he is still (3) *sleepy.* He is not (4) *ready* to climb out of bed.

Bill wonders where his mother got the (5) *notion* of calling him so early. (6) *Often* she lets him sleep late. He doesn't (7) *remember* that he planned to go skiing with his friend, Joe, at eight o'clock. He has (8) *completely* forgotten that he asked his mother to call him early.

Copying the story

Copy the story and put in the words you have chosen to take the places of the words in italics.

1. clear	2. stirred	3. tired
mild	raised	drowsy
blustery	called	weak
pleasant	returned	lively

4. eager	5. thought	6. never
slow	guess	frequently
right	question	seldom
safe	idea	sometimes

7. recall	8. entirely
hope	hardly
believe	almost
know	nearly

Talking together

Listen carefully as someone reads his story, one sentence at a time. Help the class decide which word of each numbered group is best to use and why others are not suitable for this story.

Take your turn in reading aloud different words from the following list. After you have read a word, tell whether you think it means something about people, about weather, or about houses.

fog	breeze	hail	furnace
muscle	hunger	stone	breath
attic	hinges	anger	porch
clouds	ideas	frost	patience
chimney	joy	gale	grief

ystone

YES, MOTHER, I'M AWAKE!

To think over

Ho! Hum! How do you think Bill feels about getting up on this cold, snowy morning? How do you feel about getting up on such a day?

4. Reviewing Capital Letters and Punctuation Marks

Reading to yourself

Think of a reason why each capital letter and each punctuation mark is used in these sentences:

1. We are studying about corn in Miss Blake's class.
2. Last Monday our class wrote to the Carter Breakfast Food Company for a free booklet about corn.
3. The date was May 12, 1941.
4. The name of the booklet is *The Story of Corn.*
5. Where did you get the corn meal?
6. Tom and I made it by grinding corn that Mr. and Mrs. J. R. Brown gave us.
7. They live on Dalton Street in Derry, Iowa.
8. Corn is planted in March in Georgia.
9. Sam, Betty, Dick, Sue, and Miss Blake made a chart that tells about different things that are made from corn.
10. No, Snow White Bread is not made from corn.

Working together

Help your class find in the sentences above an example for each of the following rules for capitals and marks of punctuation.

Take your turn in giving an example as the rules are read by your teacher or by someone chosen by the class.

CAPITAL LETTERS

1. Use a capital letter to begin the first word of a sentence.
2. Begin the name of a person with a capital letter.
3. Begin the abbreviation Mr. or Mrs. with a capital letter.
4. Use a capital letter in writing an initial that stands for a person's name.
5. Begin the name of a place, such as a street, a city, a town, or a state, with a capital letter.
6. Begin the first word and each important word in the title of a book or a story with a capital letter.
7. Use a capital letter to begin the first word and each important word in the name of a company.
8. Begin the first word and each important word in the name of a special product with a capital letter.
9. Write the word *I* with a capital letter.

COMMAS

10. Use a comma to separate the day of the month from the year in a date.
11. Use a comma to separate the name of the city (or town) and the name of the state in an address.

12. Use a comma to set off *yes* or *no* at the beginning of a sentence.
13. Use commas to separate words, or groups of words, that name a series, or list, of things in a sentence.

PERIODS

14. Put a period at the end of each statement.
15. Put a period after each initial used as part of a name.
16. Use a period after an abbreviation.

QUESTION MARK

17. Place a question mark at the end of each question.

Writing and correcting sentences

Close your book and write the ten sentences as your teacher reads them aloud. Put capital letters and punctuation marks where they belong.

Check your paper with the sentences in your textbook. Write correctly any sentence in which you made a mistake.

5. Using What You Have Learned

To read to yourself

Mary Freeman has been chosen by her class of thirty-five boys and girls to write a business letter to Mr. T. A. Rankin of the Clayton Pottery Works in Monroe, Colorado. The class wish to visit the pottery plant at ten o'clock next Tuesday morning.

Here is the body of Mary's letter as she first wrote it:

Our class would like to visit the pottery works. We do not wish to see anything else, but we would like to see the works. We are interested in pottery.

What should Mary have told that she did not tell in her letter? What did she tell that is not needed?

Writing a business letter

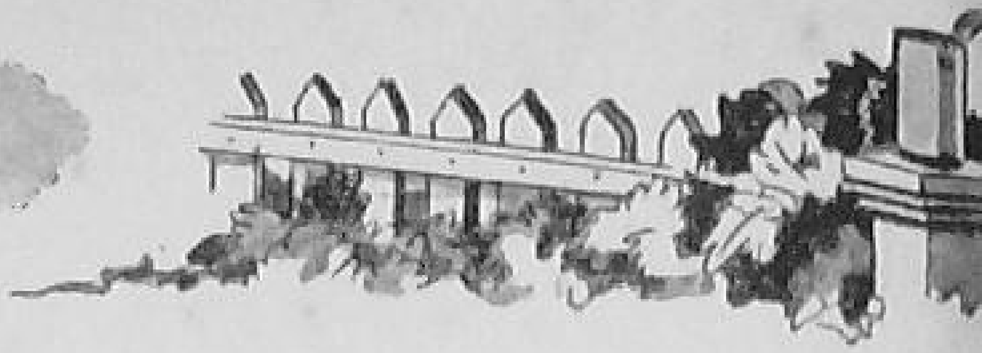
Write the letter that you think Mary should have written. Use the name of your school, the name of your city and state, and the present date in the heading. Write the inside address, a good greeting, a good closing, and sign your name.

Correcting your letter

Where did you use capital letters and punctuation marks in the heading of your letter? In the inside address? In the greeting? Check it by comparing it with the business letter on page 164. Correct any mistakes that you made.

Read your letter aloud when your turn comes. Find out whether it tells everything it should tell.

More Practice



I

Writing capital letters

Think out the reason for each numbered capital letter used in the following letter.

[1]Wilson [2]School
[3]Rose [4]Hill [5]Kansas
[6]April 10 1941

[7]City [8]Creamery
42 [9]Central [10]Avenue
[11]Wichita [12]Kansas
[13]Dear [14]Sirs

[15]May our fourth-grade class visit the [16]City [17]Creamery on next [18]Friday morning at nine o'clock We should like to see how you make [19]Staysweet [20]Butter ice cream and cottage cheese There are thirty pupils in the class Our teacher, [21]Miss [22]Beach, will come with us

[23]Yours truly
[24]Alice [25]Arnold

Number a paper from 1 through 25. To the right of each number write the number of the rule that explains why a capital letter was used in that word.

RULES FOR CAPITAL LETTERS

Use a capital letter to begin:

1. The first word of a sentence.
2. The name of a person.
3. An abbreviation like *Mr.* or *Mrs.* or *Dr.*
4. The name of a place, such as a street, a school, a city, or a state.
5. The name of a day of the week or of a month of the year.
6. The first word and each important word in the name of a company or in the name of a special product.
7. The first word in the greeting of a letter.
8. The first word in the closing of a letter.
9. Each word in the greeting of a letter that stands for the name of a person. Examples: *Sir, Madam, Gentlemen.*

Using punctuation

Copy Alice's letter. Put in the marks of punctuation that are needed.

More Practice

To check your punctuation, compare it with the punctuation used in the letter on page 164.

II

Choosing and writing correct words

Number a paper from 1 through 18 and make a list of the words that should be used in these blanks.

Choose GOOD *or* WELL:

A cowboy has to ride __1__. He needs a __2__ horse and a __3__ dog. The horse must be able to jump a fence __4__. The dog should be trained to drive cattle __5__.

Choose TOM AND I, I AND TOM, TOM AND ME, *or* ME AND TOM:

Uncle Bill brought __6__ a kite from Japan. One windy day __7__ went out to fly it. Two big boys asked __8__ to race with them. They wanted to see whose kite could go the higher. The two big boys were about to beat __9__ when their kite string got tangled in a tree. So after all, __10__ beat them.

Next, choose the right word for each blank in the following letter.

Dear Sir:

What would you charge my classmates and __11__ (I, me) for thirty lunches? We should like to have each lunch packed __12__ (good, well) in __13__ (a, an) separate box. In each box we should like to have __14__ (a, an) ham sandwich, __15__ (a, an) egg, __16__ (a, an) apple, __17__ (a, an) orange, and __18__ (a, an) lollipop.

Checking your work

Use these questions to help you check your work:

1. Did you use *good* to show what kind of horse or dog was needed? Did you use *well* to show how something was to be done?
2. In choosing the words for blanks 6 through 10, did you use the rules on pages 174 and 175?
3. For blanks 13 through 18, were you careful to choose *an* for each word beginning with a vowel sound?

Copying the letter

Copy the letter. Use for a heading your own address and the present date. For an inside address use any name and address that you wish. Sign your own name.

UNIT NINE
Descriptions

CHAPTER TWENTY-FIVE

Telling How Things Look

1. Telling Important Things

To read to yourself

When Fred lost his cap on the playground of a large school, he wrote a notice to put on the school bulletin board. Before he put up the note, he read it to his class.

I lost my cap. It is blue, and it has a button on top. If you find it, please let me know.

Fred Witten
Room 14

"Would you know Fred's cap if you found it, Sue?" asked Miss Blake.

"No," replied Sue. "There are many blue caps with buttons on top. Any one of them might be his."

"That's right," added Dick. "Fred ought to tell how his cap is different from other blue caps with buttons on them. The things that make it different are *the important things* for us to know."

"There is a little hole in the back of my cap, and the bill is broken," said Fred. "I'll add those two things to my notice."

"They will help," said Anne. "I don't suppose anyone else at school has a blue cap with a broken bill and a hole in the back."

To describe something so that a person will know it when he sees it, be sure to tell how it differs from other objects that are much like it.

To do by yourself

On page 188 there are pictures of three Boston bulldogs. The picture

numbered 1 is a picture of Lucky who belongs to Joan and Billy West. The others are pictures of two Boston bulldogs that live in the same town where Lucky lives.

When Lucky was lost, Joan and Billy wanted their friends to help find her. In order to help, their friends needed to know in what ways Lucky was different from the other two dogs.

This is the way Joan described Lucky:

Lucky is a Boston bulldog. She is black and white. She has a white circle around her neck. There is a big white spot between her eyes. She wears a black collar. Both of her ears stand up straight. If you find her, please let me know.

This was Billy's description:

Lucky is a Boston bulldog. If she hears you, she will come when you call "Lucky." She is black and white. She has a white circle around her neck. There is a big white spot between her eyes. Part of her tail is white. Please tell me if you find her.

Read again carefully the descriptions that Joan and Billy gave. Think what each sentence says about Lucky. Then look carefully at the pictures of all three dogs to find how Lucky is different from the others. Decide for yourself whether Joan and Billy told all the ways in which Lucky is different from the other dogs.

Talking together

1. In what ways is Lucky different from the other two dogs?
2. What did Joan say that tells how Lucky is different from the other two dogs?
3. What did Billy say that tells ways in which Lucky is different?
4. Do you think that the two descriptions are good? Why?
5. Does either description tell all the differences that the pictures show?

Writing and correcting sentences

Think of ways in which Lucky differs from the other two dogs. Think how to tell them in clear and separate sentences.

Write your sentences on a sheet of paper. Then use these questions to help you correct your sentences.

1. Do your sentences tell how Lucky differs from the other dogs?
2. Did you make the mistake of trying to tell too many things in any sentence?
3. Did you separate your sentences by using capital letters and periods correctly?

Let your teacher see your paper. Write again any sentence in which you made a mistake.

3
1
2

2. Telling Enough

Reading to yourself

"Sam, you are to hurry home at once," said Miss Blake quietly as she hung up the telephone. "Your mother needs you."

"Take my bicycle, Sam," urged Tom. "It's parked behind the schoolhouse. It's a new black and white *Onar.*"

"Thank you, Tom," said Sam as he rushed out of the room.

Sam found more than one new black and white *Onar* parked behind the building. Because he couldn't tell which was Tom's, he had to go back and ask for more information.

Here is a picture of Tom's bicycle. Think what else Tom could have said about it to help Sam tell it from other bicycles.

Talking together

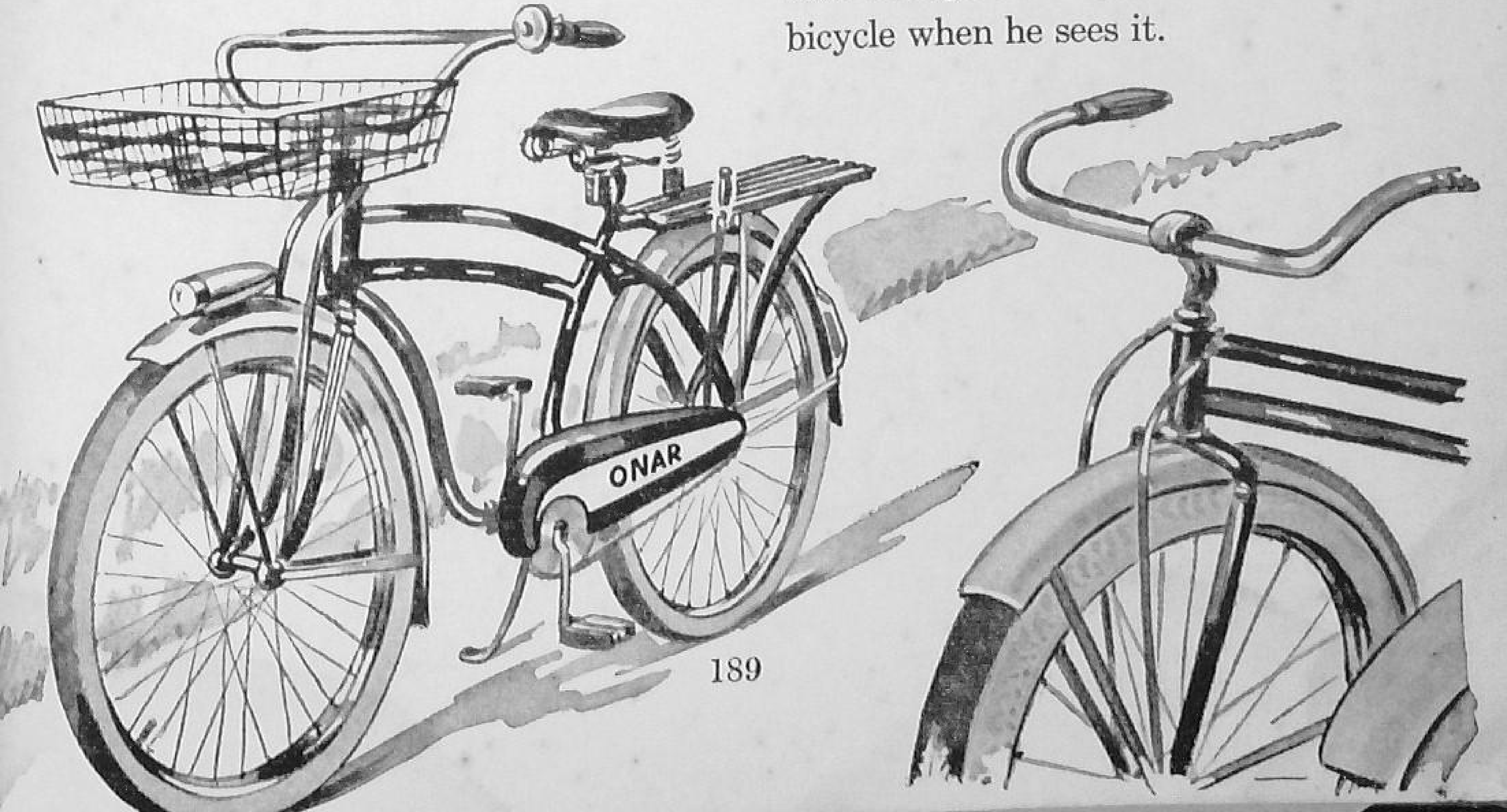
1. What did Tom tell about the bicycle in his description?
2. What other important things should Tom have told to make it possible for Sam to find his bicycle?
3. Why is a description that does not tell enough a poor description?

Improving a description

Think of sentences that tell things about the bicycle which Tom did not tell. Then write a description of the bicycle that tells enough about it so that a person might recognize it from what you write. You may begin with Tom's sentence if you wish.

Reading your description

If you are asked to do so, read your description aloud. The others in your class will decide whether you told enough for anyone to know the bicycle when he sees it.



3. Using Exact Words in Descriptions

To read to yourself

When Sam lost his knife, he wrote this notice and read it to the class:

I lost my knife on the playground. It has more than one blade. The point of one of the blades is broken off. The handle has a dark color. There is a ring in the large end of the handle.

The boys and girls thought that Sam used some words which did not tell *exactly* how his knife looked. Here are some of the things that they said:

BETTY: You say that your knife has more than one blade. Can't you tell exactly how many blades it has?
PETER: You say that the handle has a dark color. Is it black, brown, dark red, or dark green? What color is it?
JOE: Was the broken blade a large one or a small one?

Sam rewrote the description of his knife. Find the changes that he made.

I lost my knife on the playground. It has two blades. The point of the smaller blade is broken off. The handle is made of dark brown material. There is a ring in the large end of the handle.

Talking together

1. Did Sam make his description more exact by saying *two blades* instead of *more than one blade*?
2. Was it more exact to say *the smaller blade* instead of *one of the blades*? Why?
3. Was it more exact to say *dark brown* than to say *has a dark color*? Why?
4. Which description helps you most to imagine what Sam's knife looks like? Which one would help you most if you tried to draw a picture of the knife? Why?
5. Why should you use exact words in describing something?

Improving a description

Ruth might have written a more exact description of the knife and fork chest that Jack made as a present for his mother on her birthday.

You ought to see the *thing* that Jack has made for his mother. It is *fairly* long and *pretty* wide, but *not very* deep. It has a lid and *lots of places* to hold things. Jack painted *some of it* a *dark* color. He put *light-colored* lining in it. He has it done *in time.*

Look carefully at the picture of the chest that Jack made. Think of more exact words to use in the places of

those that are printed in italics in Ruth's description.

Copy Ruth's description and put in the words that you chose to use in the places of those that are printed in italics.

Reading your description

If you are asked, read your description aloud. The class should decide what words Ruth could have used to make her description more exact.

4. Writing a Description

Planning what to write

Choose someone in your class to describe without telling his or her name.

1. Think of ways in which the person is different from others in the class.
2. Plan to tell enough important things about him to help the others guess who is described.
3. Think of exact words to use in describing him.

4. Remember to be kind and polite. Never say anything that might hurt the person's feelings. Don't mention any misfortune that the person can't help.

Writing your description

Write your description on a clean sheet of paper. For the title use *Who Is It?* When you have finished the description, use these questions to help you check and improve it:

1. What did you tell about your classmate that shows he is different from the other boys and girls? Did you tell enough about him? Did you use exact words to describe him?
2. Did you indent the first word of each paragraph in your description?
3. Where did you use capital letters, commas, and periods? Did you separate your sentences by using capital letters and periods correctly?

Make any changes that you need to make in your paper. Write your description again if you need to. Save your paper, for you will need it in your next lesson.

5. Using What You Have Learned

Reading aloud

When your turn comes, read your description aloud. If no one, or only a few of the boys and girls can guess the person you described, your description should be improved.

Listen carefully as the other boys and girls read their descriptions. Think of ways in which their descriptions are good and of ways in which they could be made better.

Talking together

1. Tell in what ways the descriptions were good.
2. Tell what things the class should do to make their descriptions better.

Improving your description

If the class could not guess the person from your description of him, ask the class to tell you how to improve it. Then write it again. When you have finished it, show it to your teacher.

CHAPTER TWENTY-SIX

Speaking Clearly and Correctly

1. Pronouncing Words Distinctly

To read and think over

Have you ever noticed how distinctly a good radio announcer pronounces every word that he speaks?

Why is it important for him to do that? Do you think that pronouncing words distinctly and correctly may be of help to you? How?

Many people mispronounce son. or all of the twenty-two words below. They leave out a syllable or a letter or mispronounce some part of the word. Think how to pronounce each of these words correctly. Then say it softly to yourself.

Say:	*Do not say:*
1. pic-ture	pitcher
2. e-leven	'leven
3. fam-i-ly	famly
4. asked	ast
5. ge-og-ra-phy	jography or jogerfy
6. gen-er-al	genral
7. vic-to-ry	victry
8. sep-a-rate	seprate
9. po-em	pome
10. his-to-ry	histry
11. gas-o-line	gasline
12. cru-el	crool
13. ev-er-y	evry
14. fac-to-ry	factry
15. mem-o-ry	memry
16. Feb-ru-a-ry	Febuary
17. per-haps	peraps
18. li-bra-ry	liberry
19. pump-kin	punkin
20. yes-ter-day	yestiddy
21. jew-el	jule
22. jew-el-ry	julery

Sometimes boys and girls add to a word a sound that should not be in it.

Think how to pronounce each of these eleven words correctly and then say it softly to yourself:

Say:	*Do not say:*
23. film	fill-um
24. elm	el-um
25. across	across-t
26. airplane	air-o-plane
27. drowned	drownd-ed
28. once	once-t
29. wish	wish-t
30. column	col-yum
31. athlete	ath-a-lete
32. this way	this-a-way
33. saw	sor

Writing sentences

Write ten sentences in each of which you use two or more of the thirty-three words listed on this page. You might write such sentences as these:

1. *Yesterday* I found a new *poem* in the *library*.
2. Was Washington a *cruel general*?

Some of your sentences may be statements; others may be questions. In each sentence use a different set of words. Draw a line under each word that came from the lists.

Checking your sentences

Use the following questions in checking your sentences:

1. Is each group of words that you wrote for a sentence really a sentence? Does it tell or ask something?
2. Did you begin each sentence and each name of a person with a capital letter?
3. What mark did you put at the end of each statement? At the end of each question?

Correct any mistakes that you find in your sentences.

Pronouncing words correctly

Take your turn with others in helping pronounce correctly words in the two lists on page 193. If someone tells you that you made a mistake in pronouncing a word, pronounce it correctly. As soon as you can do so, speak that word over and over until you know that you pronounce it correctly.

When your turn comes, read aloud some of the sentences that you wrote. Pronounce each underlined word correctly. Anyone who makes a mistake should pronounce the word correctly and then read the sentence again.

2. Sounding the Endings and the Beginnings of Words Correctly

To read to yourself

Are you careful to pronounce the endings of words correctly? Do you say *running* and *yellow*?

For *old, sound,* and *frost,* do you sometimes let your tongue get lazy and say *ole, soun,* and *fros*?

> **The syllable *ing* that ends such words as *writing, talking, coming* should be sounded like *ing* in the word *sing*. The *ow* at the end of such words as *follow, mellow, willow* should be sounded like *ow* in the word *blow*. Be sure to pronounce the *d* or *t* at the end of words.**

Think how to pronounce each of these words correctly; then say it softly to yourself.

Say:	*Do not say:*
1. running	runnin
2. hollow	holla or holler
3. last	las
4. follow	folla or foller
5. going	goin
6. throwing	throwin
7. pillow	pilla or piller
8. yelling	yellin
9. slept	slep
10. kept	kep
11. find	fine
12. ground	groun
13. old	ole
14. told	tole
15. and	an

Have you noticed whether you pronounce the beginnings of words correctly? Do you pronounce *engine,*

1. Is each group of words that you wrote for a sentence really a sentence? Does it tell or ask something?
2. Did you begin each sentence and each name of a person with a capital letter?
3. What mark did you put at the end of each statement? At the end of each question?

Correct any mistakes that you find in your sentences.

Pronouncing words correctly

Take your turn with others in helping pronounce correctly words in the two lists on page 193. If someone tells you that you made a mistake in pronouncing a word, pronounce it correctly. As soon as you can do so, speak that word over and over until you know that you pronounce it correctly.

When your turn comes, read aloud some of the sentences that you wrote. Pronounce each underlined word correctly. Anyone who makes a mistake should pronounce the word correctly and then read the sentence again.

2. Sounding the Endings and the Beginnings of Words Correctly

To read to yourself

Are you careful to pronounce the endings of words correctly? Do you say *running* and *yellow*?

For *old*, *sound*, and *frost*, do you sometimes let your tongue get lazy and say *ole*, *soun*, and *fros*?

The syllable *ing* that ends such words as *writing, talking, coming* should be sounded like *ing* in the word *sing*. The *ow* at the end of such words as *follow, mellow, willow* should be sounded like *ow* in the word *blow*. Be sure to pronounce the *d* or *t* at the end of words.

Think how to pronounce each of these words correctly; then say it softly to yourself.

Say:	*Do not say:*
1. running	runnin
2. hollow	holla or holler
3. last	las
4. follow	folla or foller
5. going	goin
6. throwing	throwin
7. pillow	pilla or piller
8. yelling	yellin
9. slept	slep
10. kept	kep
11. find	fine
12. ground	groun
13. old	ole
14. told	tole
15. and	an

Have you noticed whether you pronounce the beginnings of words correctly? Do you pronounce *engine*,

while, and *those* correctly or do you say *ingine*, *wile*, *doze*?

Think how to pronounce each of these words correctly; then say it to yourself.

Say:	Do not say:
16. engine	ingine
17. while	wile
18. when	wen
19. throw	trow
20. threw	trew
21. why	y
22. what	wat
23. jump	yump
24. them	dem or um
25. end	ind
26. enemy	inemy
27. enjoy	injoy

Reading sentences aloud

Take your turn in pronouncing words in the lists and in reading some of the following sentences aloud. If you make a mistake in pronouncing any word that is printed in italics in a sentence, read the sentence again and pronounce the word correctly.

1. One night *last* summer Ralph *and* Bill *slept* under an *old hollow* tree in their yard.
2. They *threw* some *old* blankets on the *ground* and took two *old pillows* to make a bed.
3. *While* other people were *trying* to sleep, the boys kept *jumping*, *running*, *yelling*, and *throwing pillows*.
4. The boys were *enjoying* themselves, but Sam, the hired man, came down from his house *and told them* that their noise was enough to drive a *fellow* crazy. He *asked them* to stop *making* such a racket.
5. *When* they *kept* on, Sam, *puffing* like an *engine*, came down again to *find* out *why* they were *making* so much noise. They called him "The *enemy*" and *threw* their *pillows* at him.
6. The boys never *told* me *what* "The *enemy*" said or did, but he put an *end* to their racket. They did no more *yelling* or *throwing* of *pillows* that night. They *kept* very quiet.

Reading poems aloud together

The class may want to learn to read the following two poems aloud together. To make the reading sound well, be sure to say the beginning and ending of each word clearly and correctly and to use a pleasant voice.

WHISTLES

I want to learn to whistle,
I've always wanted to.
I fix my mouth to do it, but
The whistle won't come through.

I think perhaps it's stuck, and so
I try it once again.
Can people swallow whistles?
Where is my whistle then?

RACING THE TRAIN

I race him down the platform,
The puffing, snorting train.
He takes so long at starting
That it's not hard to gain
At first, but when his steam is up
He's haughty as can be;
He chuckles hoarsely to himself
Because he's passing me.

3. Using Words Correctly

Reading and thinking

Think which word should be used in each of the blank spaces in these sentences.

Choose GOOD *or* WELL:

Does Tom play marbles ___1___? Is he a ___2___ shooter?

No, Tom is not a ___3___ player. He does not shoot ___4___.

Bill plays ___5___. He is ___6___ at playing most games.

Bill does not play as ___7___ as Mary Lynch. She is a ___8___ player. She played so ___9___ that she won the marble championship last year.

Bill plays almost as ___10___ as Mary does. You can't say he isn't a ___11___ player.

Choose A *or* AN:

Bob had ___12___ birthday party. His father gave him ___13___ Indian suit.

His mother gave him ___14___ ball and ___15___ bat.

___16___ uncle gave him ___17___ airplane to use as ___18___ toy.

One boy gave him ___19___ picture of ___20___ elephant in the jungle. ___21___ girl gave him a whistle that made ___22___ noise like ___23___ owl.

Use ALICE AND I, ALICE AND ME, I AND ALICE, *or* ME AND ALICE:

___24___ went to Bob's party.

His mother gave some cookies to ___25___.

Sue came home with ___26___.

___27___ played games with her

Later ___28___ took her home.

Mother waited for ___29___.

Testing yourself

Number a paper from 1 through 29 and write the word or words that you chose for each numbered blank.

Correcting your paper

Check your word list as your teacher reads the correct words aloud. If you made a mistake, find out why it is a mistake. Then correct it.

4. Using What You Have Learned

Reading and thinking

The following is what Bob told the boys and girls about a baseball suit that his father gave him.

Dad gave me a new baseball uniform. It has several pieces. There are a shirt, a pair of pants, a cap, a pair of stockings, and a belt.

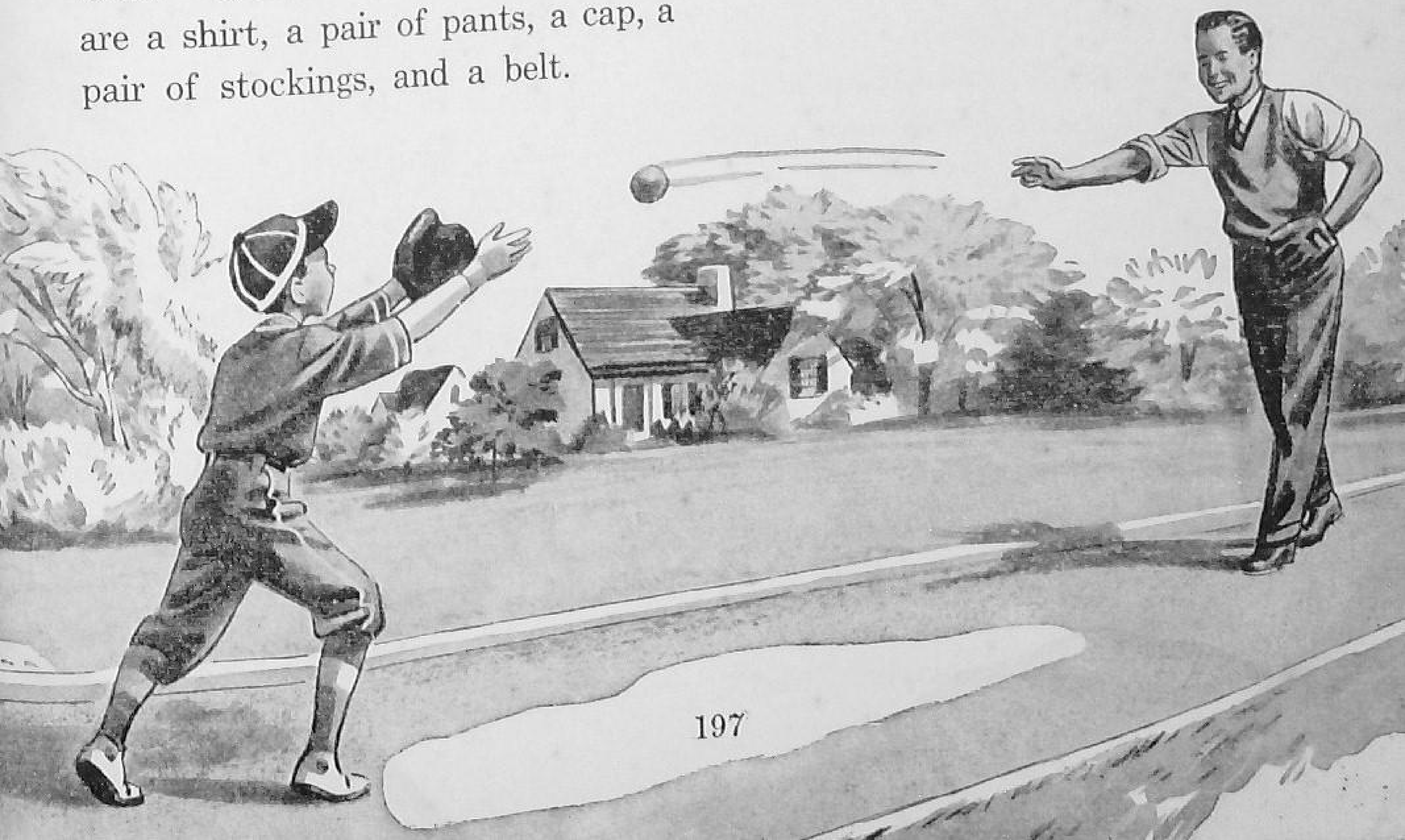
Look at the picture of Bob playing catch with his father after he got his baseball suit. Then read Bob's description again.

Think how you could make Bob's description better. These questions may help you:

1. Is there some way in which Bob's suit is different from most baseball suits? Did Bob tell it?
2. Did Bob tell enough important things about his suit?
3. Can you use more exact words instead of some of those that Bob used?

Improving a description

Write your own description of Bob's suit. Try to make it better than the one that Bob wrote. Use any of Bob's sentences that you may need.



Reading your description

If you are asked, read your description aloud. Pronounce each word clearly and correctly. Try to use a pleasant voice. Find out from the class ways in which you can improve your description.

Talking together

1. What words were not pronounced correctly when the descriptions were read?
2. In what ways can the voices of the boys and girls be improved?
3. In what ways can the class improve their descriptions?

5. Pronouncing Each Word Distinctly and Correctly

To read and do by yourself

How distinctly do you pronounce your words? Do you always say *going to* and *won't you* clearly, or do you sometimes say *gonna* and *woncha*?

Say each pair of words in the first column softly to yourself now. Be sure to say distinctly the end of the first word and the beginning and the ending of the second word in each pair.

Say:	*Do not say:*
1. going to	gonna
2. won't you	woncha
3. come here	comere
4. don't you	doncha
5. don't know	dunno
6. can't you	cancha
7. give me	gimme
8. let me	lemme
9. aren't you	arncha
10. couldn't you	couldncha
11. have to	hafta
12. want to	wanta or wanna
13. last night	lasnight
14. cold day	colday

Here are sixteen words that boys and girls often mispronounce. Say them softly to yourself now.

Say:	*Do not say:*
1. can	kin or ken
2. yet	yit
3. get	git
4. just	jest or jist
5. pen	pin
6. for	fur
7. men	min
8. went	wint
9. catch	ketch
10. such	sech or sich
11. many (mĕnny)	minny
12. ten	tin
13. again (agĕn)	agin
14. picture	pitcher
15. nature	naycher
16. from	frum

Pronouncing words

Take your turn pronouncing some of the words in the two lists. If you make a mistake on any word, keep trying until you pronounce it correctly.

If you are asked, take your turn reading one or more of these sentences aloud. If you mispronounce any word or group of words printed in italics, pronounce that word or group correctly; then read again the sentence in which it is used.

1. It certainly was cold *again last night*, Dick. It's such a *cold day* that I *don't know* whether you *can* go to the game.
2. *Aren't you going to let me* go, Mother? I *want to* go. So *many* of the boys will *get* permission to go. I *just have to* go, Mother.
3. *Don't you* think you will *catch* cold? You don't really *have to* go, do you?
4. No, I don't *have to* go, but *won't you* please *let me* go anyway? Tom is going early to *get* a good seat. I *can't get such* a good seat as his unless I go before *ten* o'clock.
5. *Aren't you* going with someone? Last week you *went* with Billy.
6. Billy is *going to* be there. He is going with his Dad and some other *men*. I *can* go to his house and we *can* go to the game *from* there.
7. You may go then. *Couldn't you get* Billy to *come here for* dinner?
8. Thanks, Mother. If you'll *give me* a note to take to Billy's mother, I think she will let him come. I'll *get* your *pen for* you.

CHAPTER TWENTY-SEVEN

Making Good Sentences in Reports

1. Beginnings for Sentences

To read and think about

Frank had a good report to give, but he spoiled it by the way he told it. In what way did he make it a little tiresome? With what useless words did he begin some of the sentences in his report?

THE FIGHT

Well, last spring a mother rabbit had a nest with two little rabbits in some rocks near our mountain cabin.

So, one day a chipmunk came too close to please her. Well, the mother rabbit jumped on him. So, they grabbed each other and rolled over and over so fast that they looked like one ball of fur. Why, they bit and scratched each other until I thought one of them would be killed. Well, then, the rabbit held the chipmunk with her front paws so that she could kick and scratch him with her strong back feet. So when the chipmunk got loose he ran for his life. The rabbit chased him out of sight.

Think of answers to these questions:

1. What words should Frank have left out at the beginning of sentences in his report?

2. Why are those words not needed in the sentences?

There is another way in which reports are sometimes made tiresome. It is shown in Mary's report on planting flowers. Can you tell what it is?

PLANTING FLOWERS

I helped Daddy plant flowers last Saturday. I made little holes in the soil after he had spaded and raked the garden. I dropped seeds in some of the holes and covered them with dirt when he told me. I set out little plants in the other holes and packed dirt around them. I sprinkled the whole garden after everything was planted.

Mary rewrote her report in this way:

PLANTING FLOWERS

Last Saturday I helped Daddy plant flowers. After he had spaded and raked the garden, I made little holes in the soil. When he told me, I dropped seeds in some of the holes and covered them with dirt. I put little plants in the other holes and packed dirt around them. After everything was planted, I sprinkled the whole garden.

Think of answers to these questions:

1. With what word did Mary begin too many sentences the first time that she gave her report?
2. How did Mary change the beginnings of some of her sentences and still keep just the same words in the sentences?
3. Which of Mary's reports would you rather read or hear read? Why?

Talking together

1. In what two ways should boys and girls be careful about the beginnings of the sentences that they use in their reports? Why?
2. What useless words are sometimes put at the beginnings of sentences?
3. Which sentences of her report did Mary change when she wrote it the second time? How did she make the changes?

Improving and writing sentences

In this description think whether any sentences begin with words that are not needed? Think how you could improve each sentence that needs to be improved.

THE MONARCH BUTTERFLY

Well, the Monarch is one of the most beautiful butterflies in my collection. It has orange-red wings with black edges and white spots. The body is covered with hairs. Why, instead of two legs and two eyes, the Monarch has six legs and hundreds of eyes. Well, the beak is longer than the butterfly's body. The butterfly

uses its long beak to suck juice out of flowers.

In the following report too many sentences begin with the same word. Without changing any words, think how you might rearrange them to make some sentences begin in different ways.

A TRIP TO YELLOWSTONE

We took a trip to Yellowstone National Park last summer. We saw a stream of hot water in one place shoot over a hundred feet from the ground into the air. We found pools of boiling mud in another place. We could catch a fish in one pond and boil it in the pond next to it. We saw bears late in the afternoon. They came to our car to beg for food. The rangers told us not to feed them.

Copy either the description or the report. Improve the sentences as you planned to.

Reading your sentences aloud

If you are asked to do so, read your description or your report aloud. The class will tell you whether you have improved sentences that you changed.

2. Combining Sentences

To read and think about

Compare these two descriptions of Helen's coat. Which one is better? Why?

(1)

My new coat is blue. It is white too. It has thin blue stripes on a white background. The belt is white. The collar is white. The buttons are blue. They are also white.

(2)

My new coat is blue and white. It has thin blue stripes on a white background. The belt and the collar are white. The buttons are blue and white.

Talking together

1. Does the first description tell anything about Helen's coat that the second description does not tell?
2. How many sentences are in the first description? How many are in the second?
3. Which sentences in the first description were put together to make longer sentences in the second description? How was this done?
4. In what way is the second description better than the first?

Putting sentences together

Think how you can put together all the sentences in each numbered exercise below to make one good sentence which tells everything that the short sentences tell. Leave out words you do not need. Do not omit ideas.

Use other words such as *and*, *who*, or *that* if you need them, but do not add ideas.

1. John has a new baseball. He has a new bat.
2. Playing marbles is fun. Playing baseball is fun too.
3. Airplanes can fly rapidly. Dirigibles can fly rapidly also.
4. Helen is a girl. She is sometimes a little stubborn.
5. Fast ships cross the Atlantic. It takes them four days. (Try using the word *in*.)
6. Basketball is a fast game. It is fun to watch it. (Try using the word *that*.)
7. In April the leaves come out. In April the grass gets green. In April some flowers bloom.
8. On Saturday Joan went to the library. She played with Mary and Sue. She helped her mother with the housework.
9. Yesterday Tom went fishing. Sam went with him. Dick went along.

In your turn, give one of the nine sentences that you made. Help the class decide in what way, or ways, the sentences in each group may be put together to make one good sentence.

Improving a description

In the following description Jack used too many short sentences:

Our house is painted green and white. The outside doors are green. The shutters are green. The porch is made of stone. It is made of bricks too. The house has four rooms on the first floor. It has four rooms on the second floor.

Think how you can put together some of the short sentences in Jack's description to make longer sentences. Then write the description in fewer sentences than Jack used. Be sure to tell everything that Jack told about the house. Use capital letters and periods correctly.

If you are asked, read your description aloud. The class should decide in what way, or ways, some of Jack's sentences can best be combined to make longer sentences.

If you need more practice in combining short sentences do the exercises on page 208.

3. Using Words Correctly

To read to yourself

Think which word should be used in each blank space in these sentences.

Choose GIVE *or* GAVE:

Who __1__ you the new marbles, Tom?

Dad __2__ them to me this morning.

Will you __3__ me some of them to play with? I'll __4__ them back to you. I won't need a shooter. Mother __5__ me one.

What did she __6__ you? She __7__ me one shooter and ten peewees.

Choose TOOK *or* TAKEN:

I haven't __8__ my book back to the library yet. You __9__ yours back yesterday, didn't you?

No, I had already __10__ them before that.

Sam __11__ books back this morning. He had __12__ out one of them just two days ago.

He should have __13__ back the other one sooner. He __14__ it back too late and had to pay a fine.

Choose CAN *or* MAY:

Mother, __15__ I play tennis with the girls after school?

Yes, you __16__ if you wish. Do you think you __17__ play well enough?

I don't know. Sue __18__ play well, though. She says she __19__ teach me.

Perhaps Sue __20__ do that. You __21__ go any time you wish.

Choose LET *or* LEAVE:

__22__ me see your new knife, Fred.

I can't __23__ you see it. I had to __24__ it in the house.

Will you __25__ me go into the house and look at it? I'll __26__ it there.

Yes, I'll __27__ you do that. Be sure to __28__ it where it is.

For each of these blanks use one of the words given:

Henry went alone. There was __29__ to go with him. (nobody, anybody)

He couldn't find __30__ path through the woods. (no, any)

He didn't have __31__ to guide him. (nothing, anything)

Testing yourself

Number a paper from 1 through 31. After each number write the word that you chose for the blank which has that number.

Check your paper as your teacher reads aloud the correct words for the blanks. If you made a mistake, find out why it is a mistake. Then correct it.

4. Using What You Have Learned

Reading and thinking

Jim and Sally play games with other boys and girls on a large vacant lot on Pearl Street. One day Miss Blake told them that she would like to watch some of their games and asked where the vacant lot was on Pearl Street. Jim and Sally couldn't tell her. All they could do was try to describe a barn that stood on one corner of the vacant lot.

Look carefully at the picture of the barn. Think what Jim and Sally should have told about the barn to make a good description of it.

These questions may help you:

1. In what ways is the barn different from most other barns?
2. What important things could you tell to show that it is different?

Writing a description

On a clean sheet of paper write a description of the barn that you think would have been a good one for Jim or Sally to give to Miss Blake. Remember these things:

1. Tell ways in which the barn is different from many other barns.
2. Tell enough about it so that anyone will know it from the description.
3. Use words that tell exactly how the barn looks.

Correcting your description

Use these questions in correcting your description:

1. Where did you use capital letters?
2. Did you separate your sentences by using capital letters and periods correctly?
3. At the beginning of sentences did you use words that are not needed? Did you begin too many sentences with the same word?

Reading your description aloud

If you are asked, read your description aloud. The class should decide what things a good description of the barn should tell.

JACK

5. Words That Describe Something

To read and think about

For each question there is a list of words at the right that has the same number. Decide which of these words you would use in writing a sentence to answer the question. Use the picture to help you decide. You may wish to use more than one word in each group.

THE ORGAN GRINDER

1. How would you describe the organ grinder?
2. What kind of face does he have?
3. How does the monkey look?
4. With what is the organ grinder holding his monkey?
5. How do the children seem to feel?
6. (a) What name do you think the organ grinder would give to his work?
   (b) What do you think the monkey might call it if he could speak?
   (c) What do you call it?
7. How do you think trainers should treat the animals that help them earn a living by doing tricks?
8. What kind of animal can be trained best?

Something to write

Write your answers to the questions. Be sure to use a sentence for each answer and to write it correctly. If you are not sure of the meaning of a word, look it up in your dictionary.

1. Old, young, middle-aged, stylish, ragged, plainly dressed
2. Kindly, honest, homely, pretty, plain, rough, wrinkled, friendly, handsome
3. Old, young, worried, happy, sad, tired, saucy, troubled, pained
4. Rope, string, strap, cord, wire, thread, cable
5. Curious, sorry, ashamed, glad, amused, disgusted, delighted, disappointed, shy, proud
6. Play, amusement, fun, entertainment, sport, game, work, punishment, drudgery, business, slavery
7. Harshly, kindly, firmly, gently, roughly, generously, affectionately
8. Mean, clever, intelligent, fierce, awkward, huge, tiny, wise, foolish

Talking together

Take your turn with others in reading answers to the questions. Find out which words others chose for each answer. Help the class decide which words in each group may be used in making a suitable answer to each question. Which words do not give the right meaning?

Help the class find in the lists above a word that means the opposite of each of these words:

stylish	gently
handsome	tiny
sad	reward
ashamed	drudgery

rmstrong Robert

THE ORGAN GRINDER

Some questions to think about

Why does the organ grinder have the monkey? What does the monkey do? Why does it have to be tied?

More Practice

I

Reading about sentences

In telling about a scarlet tanager, you might use three sentences:

A scarlet tanager is a bright red bird. Its wings are black. It has a black tail.

Or you might combine the three sentences into one sentence such as:

The scarlet tanager is a bright red bird with black wings and a black tail.

Notice how these short sentences are combined into longer sentences:

a. The wren is a small bird. It is brown.

The wren is a small brown bird.

b. The bobolink spends its summers in the north. It spends its winters in the south.

The bobolink spends its summers in the north and its winters in the south.

c. Wild geese fly south in the fall. Ducks fly south in the fall.

Wild geese and ducks fly south in the fall.

Writing sentences

Think how to combine each group of these sentences into one sentence:

1. A goldfinch is a small bird. It is yellow.
2. Robins eat bugs. They eat other insects.
3. Thrushes are sweet singers. Warblers are sweet singers.
4. A robin usually lays five eggs in its nest. The eggs are blue.
5. An oriole uses leaves in building its nest. It uses string too.
6. Sparrows build their nests near houses. Wrens do the same.
7. The yellow warbler is a tiny bird. It has a light yellow breast. It has yellow and black striped wings.
8. Crows always seem cautious. They seem suspicious too.

Checking your work

Sentences numbered 1 and 4 should be changed in the same way that the sentences in exercise *a* were changed. Sentences 2, 5, and 8 should be changed like those in exercise *b*. Numbers 3 and 6 should be changed like those in exercise *c*. Number 7 should be changed like those about the tanager.

II

To decide for yourself

As you read these sentences, decide which *and's* are not needed.

THE MEADOW LARK

The meadow lark is about the size of a robin and it has a song that is like a clear ringing whistle. The meadow lark is a brown and white bird with a bright yellow breast marked with a V-shaped spot and it builds its nest on the ground in grassy places.

Writing sentences correctly

Copy the paragraph about the meadow lark. Leave out the unnecessary *and's*. Put in the periods and the capital letters that are needed to separate the sentences correctly.

Check your work. Did you write the paragraph in four sentences? If you made any mistakes, correct them.

To read and think over

In the following paragraphs there are words that are not needed. Find the useless words.

THE CARDINAL

Well, the cardinal is a bright red bird with a crest of feathers on top of its head. There is a black spot on its throat and a black ring around its bill and it is a little smaller than a robin. Its song is a clear whistle that makes a tune and so early in the morning when everything is quiet, why you can hear this song a long way off.

THE MOCKINGBIRD

The mockingbird is found in the South. It is a little smaller than the robin and it is a friendly bird with a beautiful voice. Why, if you whistle to it, it will answer you and so you can have fun with it.

Writing sentences

In copying the two paragraphs, leave out the words that are not needed and put in the capital letters and periods that are needed to separate the sentences correctly. Check your work. Did you leave out nine words? These should include the unnecessary *and's*, *well's*, *why's*, and *so's*.

UNIT TEN

Stories and Poems

CHAPTER TWENTY-EIGHT

Writing Good Stories

1. Beginning a Story

Reading and thinking

The first sentence in a story should make you interested in what the rest of the story is going to tell. The first sentence should also get the story started by telling something important in it. A poor beginning sentence does neither of these things.

The first sentence in this story is a good one. Why?

A NARROW ESCAPE

Yesterday Toby, my pup, followed me when I went with Mother to feed the geese. An old gander saw Toby and hissed at him. Toby ran. Then other geese began to hiss at the frightened pup. They flapped their wings and chased him all around the yard. The faster Toby ran, the louder he yelped. Just as a big gander was about to nab Toby's tail, Mother opened the gate so that he could get away from those terrible birds.

The first sentence in the following story is not as good a beginning as it should be? Why?

DICKIE'S TUMBLE

My little brother's name is Dickie. One day last summer Dickie was playing on the pier while Daddy was putting some new boards in it. All at once Daddy heard a queer little squawk. Dickie had crawled too close to the edge and had tumbled head first into the water. Daddy pulled him out quickly. Dickie didn't cry, but he looked surprised and a little scared.

Which of the following sentences do you think would be good beginnings for different stories?

1. I am going to tell a story.
2. A funny thing happened to me yesterday.
3. I have a hat.
4. This is a story about my aunt.
5. Tom had just finished making his car for the soap-box derby.
6. Mary and Sue decided to give a play in Mary's garage.

A good title is an important part of a story for these three reasons:

> 1. Often a good title tells what the story is about.
> 2. A good title also makes you wonder and guess what is going to happen in the story.
> 3. It makes you want to read the story to find out what happens.

A poor title does not do those three things.

Which of these titles are good?

1. An Unexpected Bath
2. My First Cake
3. Riding Horseback
4. A Pig Race at the Rodeo
5. A Ride
6. A Big Catch
7. My Trip
8. Cats

Talking together

1. What should the first sentence of a story do?
2. Which of the six numbered sentences given on this page would be good beginning sentences? Why?
3. What should the title of a story do? What words in a title should begin with a capital letter?
4. Which of the eight titles given on this page are good? Why?

Writing sentences and titles

Decide for yourself whether the first sentence in each story that follows is a good beginning sentence. Think of titles for each story.

(1)

"Oh, boy! I've caught a beauty!" Dad called to Mother and me. "Take a look at this trout."

We came running. Mother was so excited that she accidentally pushed me into the cold mountain stream. When she tried to pull me out, she fell in too.

"Help! Help!" we yelled to Dad. "We're freezing in this cold water."

After Dad had pulled us out, he said, "That makes three big fish I've caught today."

(2)

Uncle Bill lives on a farm. I visited there last summer. I had fun riding horses and trying to ride calves.

"Do you think you can ride that calf?" Uncle Bill asked me one morning. He pointed to a big, meek-looking beast.

"Of course I can!" I boasted.

Uncle Bill held the calf while I climbed on.

The calf wasn't meek. It bucked all over the barn lot, but it didn't throw me off. After a while it grew tired and stopped. I sat up straight, grinning and feeling very proud. Then, all of a sudden, the calf gave a big jump. I turned a somersault and landed in the dust. Maybe the calf didn't think it was funny, but Uncle Bill did!

On a sheet of paper write the titles that you think would be good for each story. If you think that either story does not begin with a good sentence, or sentences, write a better beginning for it.

Reading aloud and talking together

If you are asked to do so, read your titles and sentences aloud. Help the class decide upon good titles and good beginning sentences for each story.

2. Making Stories More Interesting

To read to yourself and think over

One day Carl and Ruth wrote the same story about Bozo, but told it in different ways. Carl called his story *Jim's Trick.* Ruth used the title *Bozo, the Talking Dog.* Which is more interesting, Ruth's way of telling the story, or Carl's? Why?

JIM'S TRICK

Jim and some other boys gave a show in Jim's garage. They claimed that they had taught Jim's dog Bozo to talk. They charged five pins to hear him.

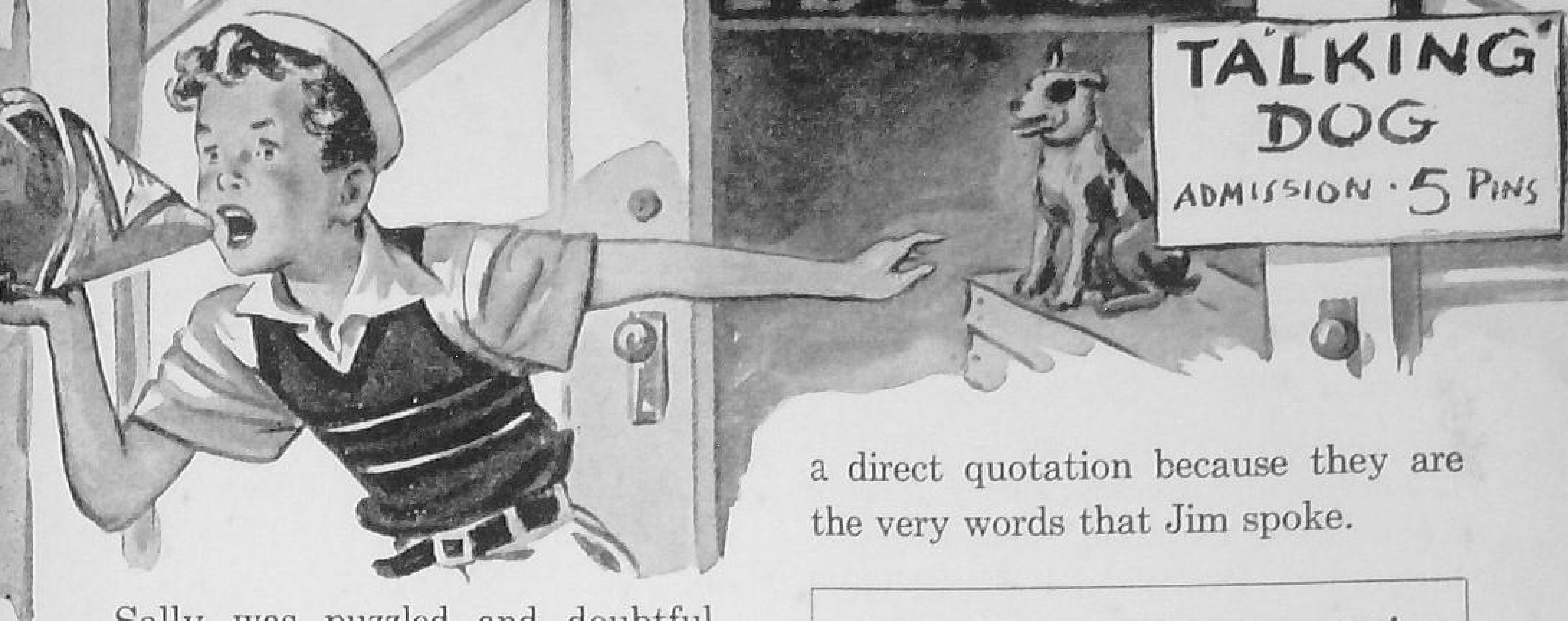
Sally paid her five pins and went in. Sure enough, there sat Bozo on a big box talking. He called Sally by name and said that she was kind to dogs.

Suddenly, Bozo jumped off his box and ran away, but the talking kept right on. Then Sally knew that Harry was hidden under the box. It was his voice she had heard.

Sally was disgusted. She got her pins back and left the show.

BOZO, THE TALKING DOG

"Five pins to hear Bozo, the talking dog," shouted Jim. He stood in front of his father's garage where some boys were giving a dog show.



Sally was puzzled and doubtful. As she handed five pins to Jim, she said, "If Bozo doesn't talk, I get my money back."

Jim agreed.

As Sally stepped inside, she was more puzzled than ever. Bozo began talking! "Here comes Sally," he said. "She is kind to dogs."

Just then Bozo jumped off the box and ran away, but the voice kept on speaking. Then Sally knew that Harry was under the box and that it was his voice that she had heard.

"You humbug!" Sally said to Jim. "I want my money back."

Sally got her pins and walked away with her nose in the air.

In her story Ruth used the exact words that Jim, Sally, and Bozo said.

> **When anyone repeats exactly what another person has spoken or written, the words so used are called *a direct quotation*.**

In Ruth's story the words, "Five pins to hear Bozo, the talking dog," is a direct quotation because they are the very words that Jim spoke.

> **In writing a direct quotation the exact words are put between quotation marks (" "). One pair is put before the first word of the direct quotation. The other pair is put after the last word of the direct quotation.**

Finding direct quotations

By yourself find direct quotations in these parts of stories:

(1)

Dick's father called, "Dick, I have a surprise for you."

"I'll bet my new wagon is here already," shouted Dick as he bounded down the stairs two at a time.

(2)

"Aw, who's afraid of a bear!" bragged Charlie to the rest of the Cub Scouts huddled around the campfire.

(3)

"I wonder what's in this old trunk," said Alice.

"Here's the key tied to the handle. Let's open it and see," urged Irene.

(4)

"Follow me, fellows," called Don to the gang.

"Where are you going?" yelled the others.

"Into the cave," Don shouted.

Talking together

1. Why was Ruth's way of writing the story of Bozo more interesting than Carl's way? How was Ruth's way different from Carl's?
2. What is a direct quotation?
3. What marks are used to show that a group of words is a direct quotation? Where are the marks put?
4. What are the direct quotations in Ruth's story? What are they in the parts of the four stories?

3. Using Quotation Marks

Reading and thinking

Find the direct quotations in this story. Watch for capital letters at the beginning of quotations and for punctuation marks that separate, or set off, the direct quotation from other words that are not a part of it.

A QUICK RECOVERY

"Elmer, it's your turn to help wash the dishes," called Mother.

Elmer tried to look ill and said in a weak voice, "I don't think I can help tonight."

"What's the matter?" asked his mother calmly.

Elmer groaned and said, "I have an awful pain in my stomach."

"Isn't that too bad!" Mother exclaimed sadly.

"Why?" asked Elmer uneasily.

"Because you won't be able to go with us tonight," said Mother.

"Where are you going?" Elmer asked anxiously.

"Your father and your sister and I are going to a movie," his mother said.

A few minutes later Elmer rose and took a dish towel off the rack. "My stomach doesn't hurt so much now," he said cheerfully.

His mother smiled.

Studying the story

Read the following paragraphs to yourself and think of answers to the questions that you find in them. Use the story about Elmer for help if you need it.

1. Sometimes a direct quotation in a sentence comes *before* the other words that are not a part of the quotation.

Examples:

"Elmer, it's your turn to wash the dishes," said Mother.

"What's the matter?" asked his mother.

"Isn't that too bad!" Mother exclaimed.

In the first example is the direct quotation a statement or a question? In the second example which is it? In the third, what is it?

What punctuation mark is used to separate the direct quotation from the other words in the first example? In the second? In the third? Why are different punctuation marks used in these examples?

Is the punctuation mark placed before or after the second quotation marks?

2. Sometimes a direct quotation in a sentence comes *after* other words that are not a part of it.

Example:

Elmer groaned and said, "I have an awful pain in my stomach."

In the above example what punctuation mark separates the direct quotation from the rest of the sentence? Where is the mark placed?

3. In the story *A Quick Recovery* a conversation is quoted. Notice that a new paragraph begins each time there is a change of speaker. This helps the reader to keep from getting mixed up about who is talking.

Talking together

1. What are the direct quotations in the story about Elmer?

2. Why are quotation marks always used in pairs?

3. With what kind of letter does the first word of a direct quotation begin?

4. What punctuation marks are used to separate direct quotations from the other words in the sentence? Where should the mark be placed when the quotation comes first? When it comes last?

5. Where do new paragraphs begin in conversations that are quoted? Why?

Writing direct quotations — a test

In each of the following sentences, these three things have been left out:

1. Quotation marks
2. Punctuation marks that should separate the direct quotation from the rest of the sentence
3. The capital letter needed at the beginning of a direct quotation

As you read the sentences, decide for yourself where the quotation marks, capital letters, and punctuation marks which are missing should be placed:

1. My little brother picked up the baby's hairbrush and said look, Mother, I am going to sweep the baby's head.
2. Why did you name your cat Johnny Jump Up asked Anne.
3. When we were planning a picnic, John asked do we have to buy olives.

4. Ellen quickly answered we do if I am to be happy.
5. Catch that ball or you're off the team shouted the captain of the Bears
6. My brother can chin himself ten times boasted Bob

Copy the sentences. Place the quotation marks, capital letters, and punctuation marks where they belong.

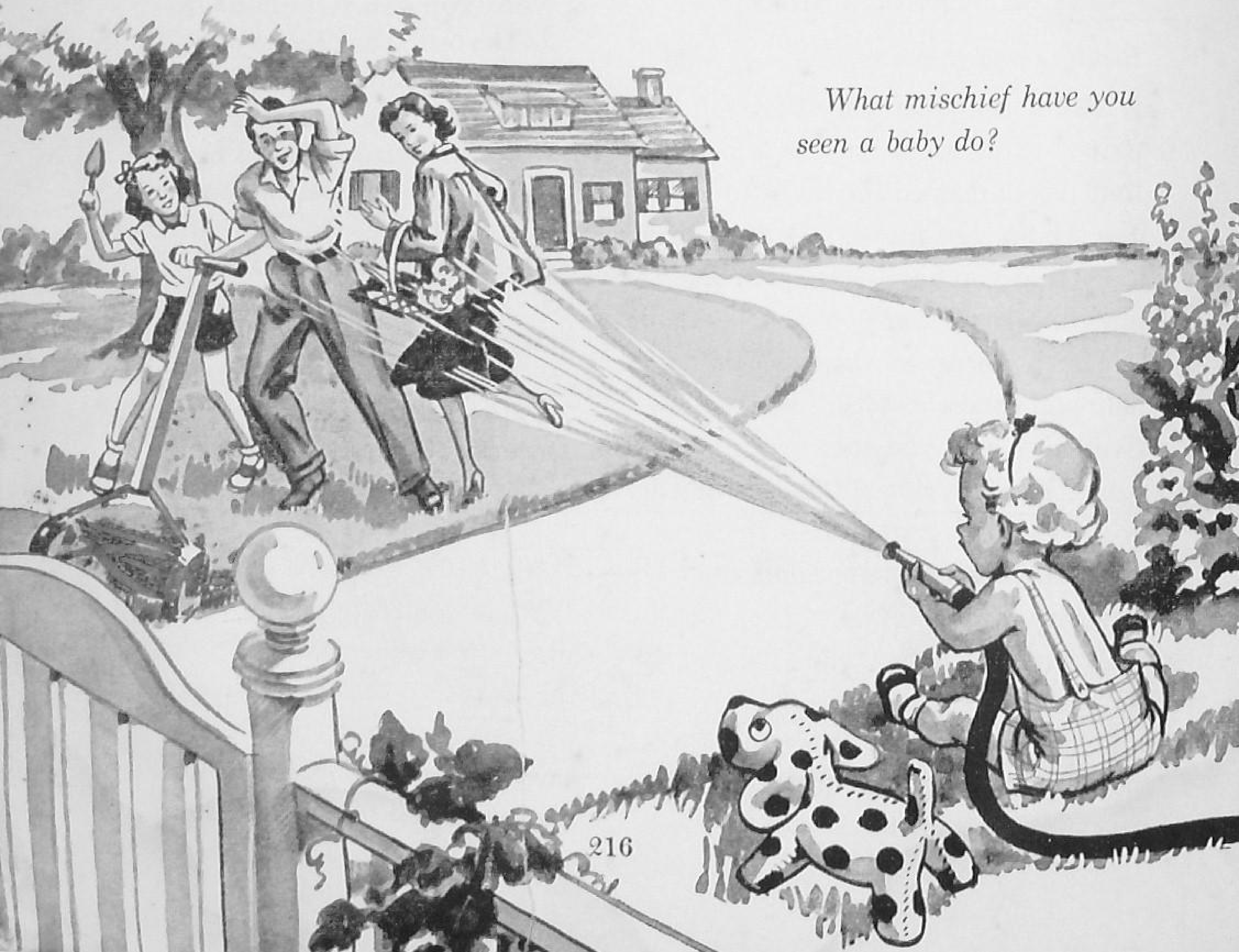
Reading aloud and talking together

If you are asked to do so, read one or more of the sentences aloud. Tell where you placed quotation marks, the capital letters, and punctuation marks. The class should decide where all these marks should be placed.

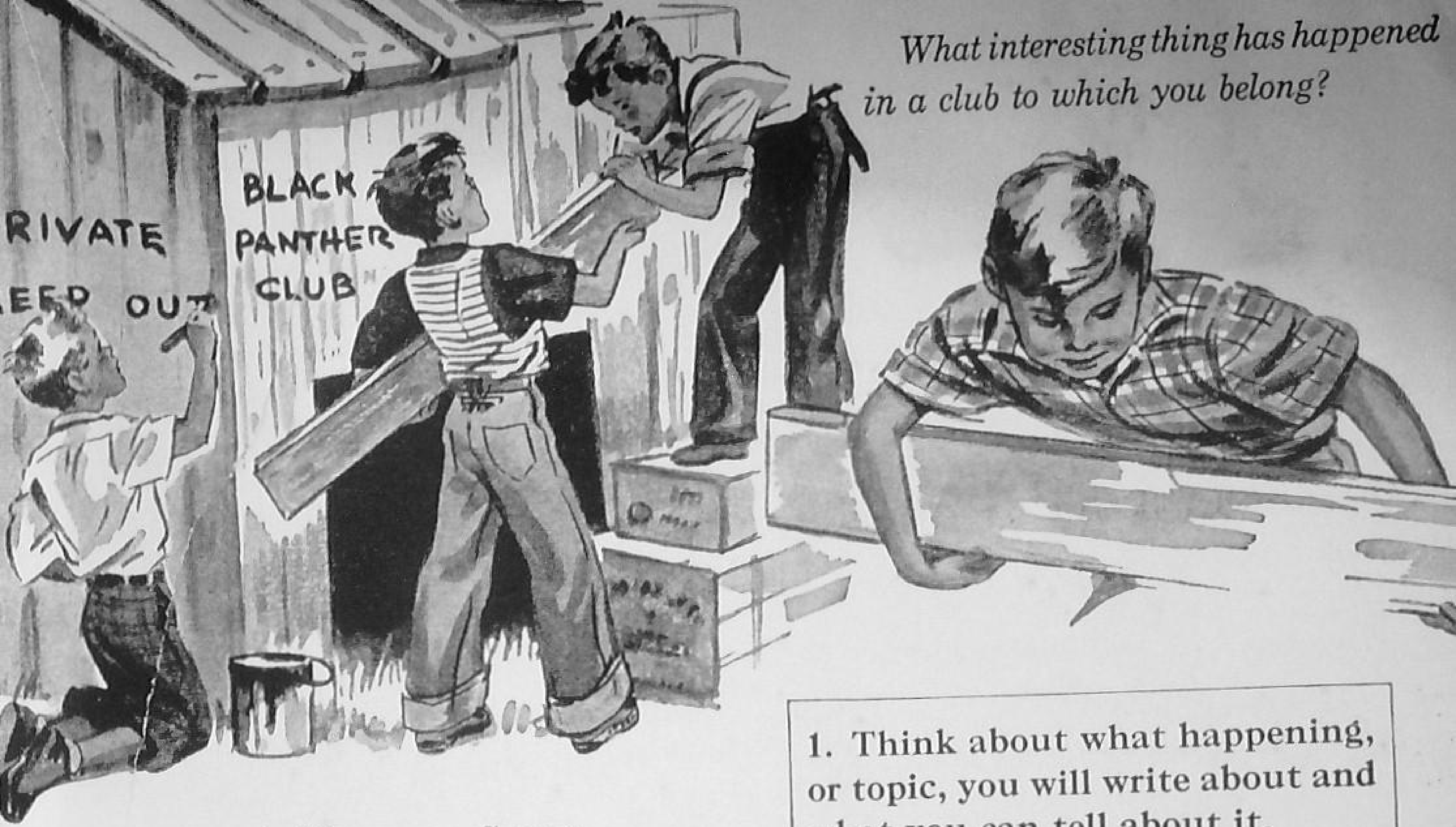
Correcting your paper

Correct any mistakes that are on your paper. If you need to, copy the sentences again. When you have finished, ask someone to see whether your sentences are correct.

If you need more practice in using quotation marks correctly, do the exercises on page 226.



What mischief have you seen a baby do?



What interesting thing has happened in a club to which you belong?

4. Writing a Story

Reading and thinking

Think of a good story that you can write. Your story may be something that has happened to you or to someone whom you know. It may be a story that you have heard or read. It may be a story that you can make up.

The pictures on these pages may help you choose a story. These questions may help you too:

1. What interesting surprise have you or a friend of yours had?
2. What funny thing has happened to someone you know?
3. What good story have you seen in the movies recently?

When you have chosen your story, plan what you will tell in it. Remember the following things:

1. Think about what happening, or topic, you will write about and what you can tell about it.
2. If your story has a surprise in it, decide how in the early part of the story you can give a hint of what the surprise is to be.
3. Use a good opening sentence.
4. Tell things in the order in which they happened.
5. Tell enough to make your story interesting.
6. If you can, use direct quotations in your story.
7. Give the story a good title.

Writing your story

Write your story now. Put the title in the center and near the top of the paper. Make new paragraphs when you need them. Use capital letters and punctuation marks where they should be used.

Correcting your story

Use these questions to help you correct any mistakes that you may find in your story:

1. Do the title and the beginning sentence of your story do what they should do?
2. Did you begin each important word in the title with a capital letter? Where else did you use capital letters?
3. Did you use quotation marks correctly? How did you separate each direct quotation from other words that were not a part of it?
4. Did you use commas and periods where you needed them?

Correct any mistakes that you find in your story. Write it again if you need to. Save your story to use in your next lesson.

5. Using What You Have Learned

Reading stories aloud

When you are asked, read your story aloud. Use a pleasant voice. Do not read too rapidly or too loud. Pronounce your words clearly and correctly.

Listen carefully while the other boys and girls read their stories. Think whether they used good titles and good beginning sentences. Think why their stories are good.

Talking together

Help the class to answer these questions:

1. In what ways were our stories good?
2. Were the titles and the beginning sentences good?
3. What things do we need to do to tell and write better stories?
4. In what ways can we use the stories?

CHAPTER TWENTY-NINE

Making Good Paragraphs in Stories and Reports

1. Reviewing Two Things about Paragraphs

Reading to yourself

You have already learned these rules for building a good paragraph:

> **1. In a good paragraph all the sentences tell something about *one and only one* topic. This topic is called the topic of the paragraph.**
> **2. In a good paragraph the sentences are placed in the right order. Things that happen first or that should be done first are told first. Things that happen next are told next and things that happen last are put last.**

In two of the following paragraphs there are sentences that may not keep to the topic of the paragraph. In the other two paragraphs, the sentences are not placed in the right order. Think what should be done to each paragraph to improve it.

THE HURRICANE

How well I remember the September day of the terrible hurricane! Mother says I have a good memory. By five o'clock in the afternoon the wind was fearfully high. Then for more than two hours it kept rising higher and higher. Chimneys toppled down. Windows crashed. Shingles flew through the air. Big trees and little trees fell across the streets or into yards. The roar of the storm was awful. Then suddenly the wind stopped. It was so still that some people thought the hurricane was over and were foolish enough to go out on the street in their cars. Our car was a new blue sedan. People who knew how hurricanes behave stayed indoors. In a few minutes the wind came from another direction and blew harder than ever. The second half of the storm had just begun.

THE BUCKING HORSE

One day Dick and I decided to ride a gentle old horse that Grandmother kept in the barn. We climbed on him and started to ride down the lane. The horse bucked us up into the air and each of us turned a somersault before he fell to the ground. The horse had a bad sore on his side, but Dick and I didn't notice it. Dick happened to kick his foot against the sore place.

THE ZOO AT BRONX PARK

The Zoo at Bronx Park in New York is one of the largest and best in the world. It has animals from every country. Hundreds of different kinds of monkeys are kept in pens. Even the snakes are interesting. Sam and I caught a garter snake last summer down by the river. The birds in the Zoo are the loveliest I have ever seen. Their colors are as bright as the colors of a rainbow.

A CLEVER ELEPHANT

I saw a very clever elephant at a circus. Every time that he knocked a block over, he would mark a score on a board with a piece of chalk. He played a game in which he took a ball in his trunk and threw it at wooden blocks. One of the circus men told me afterwards that he was the smartest elephant in the circus.

Talking together

1. In which paragraphs are there sentences which should not be there? Which sentences are they? Why should they be left out?
2. In which paragraphs are the sentences not placed in good order? How should the sentences in each of these paragraphs be placed?

3. Why should boys and girls keep to one topic when they make a paragraph? Why should they place the sentences in good order?

Improving a paragraph

In this paragraph there are two sentences that do not keep to the topic. The other sentences are not placed in good order. Think how you could improve the paragraph.

A DAY AT THE PARK

Last Saturday we went to the park for the day. In the afternoon I had fun riding on the merry-go-round and in the little automobiles. In the morning we visited the zoo to see all the different animals and birds. On Friday I went to school all day long. We did not leave the park until after dark when I was so tired I could hardly stand. At noon we ate a lunch of fried chicken, bread and butter, and milk that Mother had packed. Tomorrow Mother wants me to go shopping with her.

Copy the paragraph. Leave out the sentences that do not keep to the topic. Place the other sentences in good order. Use capital letters, commas, and periods where needed.

Reading your paragraph

If you are asked to do so, read your paragraph aloud. The class should decide which sentences should be left out and what the order of the other sentences should be.

If your paragraph is not correct, write it again. Then ask someone to see if you wrote it correctly.

If you need more practice in putting sentences in the right order in a paragraph, use the exercise on page 227.

2. Using Words Correctly

To read and think about

Think which word, or group of words, is correct to use in each blank space in these sentences.

Choose GOOD *or* WELL:

Is Sally a __1__ swimmer? She doesn't swim very __2__ yet. She will be a __3__ swimmer though if she practices __4__.

Does Alice swim __5__? Yes, she is a __6__ swimmer. She is a __7__ runner too. She can't run as __8__ as she swims though.

Choose A *or* AN:

Sam has __9__ picture of __10__ Indian in war paint.

Tom is going to make __11__ airplane.

Did you hear Peter tell about __12__ elephant that played __13__ game and kept score on __14__ blackboard?

Betty brought __15__ apple and __16__ orange to school this morning.

Choose ME AND SUE; I AND SUE;

SUE AND I; SUE AND ME:

__17__ went to the movie together. The show was a good one for __18__ to see.

Mother gave the money to __19__. Peter walked home with __20__.

Tomorrow __21__ are going to the park. Helen said that she could not go with __22__.

Today Tom and Dick ran past __23__ as fast as they could go. __24__ cannot run as fast as they do.

Writing the words selected

Number a paper from 1 through 24. After each number write the word or words that you chose for that number.

Scoring your paper

Check your word list as your teacher reads the correct words aloud.

If you made any mistakes, find out why they are mistakes. Then correct them.

3. BEGINNING A NEW PARAGRAPH

Reading to yourself

You know that you should make a different paragraph for each topic about which you write. Do you always do that?

Decide for yourself how many topics are in the following report and how many paragraphs the report should have.

MY VISIT TO GRANDPA'S FARM

Last summer I had a good time when I was going out to Kansas to visit Grandpa and Grandma on the farm. I traveled on a streamline train. It ran faster than any other train on the road. I rode in the observation car. There was a radio in it and a place to buy ice-cream sodas. I had fun while I was on the farm too. I helped with the pigs, cows, and horses. Every evening I fed the chickens and gathered the eggs for Grandma. I helped to rake hay and thresh wheat too. Almost every day Grandma gave us fried chicken to eat.

Talking together

1. What do the first five sentences in the report tell about? What topic do the other sentences tell about?
2. How many topics are in the report? How many paragraphs should it have?
3. With which sentence should a new paragraph begin? How many sentences of the report should be in this new paragraph?
4. How can you show in your writing that you are beginning a new paragraph?

Studying paragraphs

Decide for yourself how many paragraphs there should be in each of these reports. Find the sentence with which each paragraph should begin.

A HAPPY BIRTHDAY

My birthdays get happier each year. On my last birthday Dad and Mother gave me a bicycle with balloon tires. Two of my aunts gave me dolls. Three of my presents were books that I wanted very much. Mother baked my favorite cake, chocolate with marshmallow filling. I like all my presents, but my favorite is a big doll. She has real hair and several dresses. Her eyes open and shut. I can make her walk across the room.

INTERESTING ANIMALS

The tallest animals in the world are giraffes. Some of them grow to be eighteen feet high. A giraffe's neck is the longest part of him. It is longer than his body. He cannot bend and twist his neck about as a swan does. He has a very small head and a spotted coat. No noise or cry of any kind comes out of his throat. Grizzly bears are not very tall, but they are probably the fiercest of all bears when they are angry. There are many grizzly bears in Yellowstone Park, but they do not cause much trouble if they are left alone.

THREE GREAT SCOUTS

Buffalo Bill was born in Iowa in 1845 just before the Civil War. He was a pony express rider. During the war he was a scout with the cavalry. After the war he lived on the plains in the West. Buffalo Bill's real name was William F. Cody. Daniel Boone was a famous pioneer and scout who was born about a hundred years before Buffalo Bill. Daniel Boone was one of the first white men to cross the Allegheny mountains and settle in the land west of them. In 1775 he founded Boonesborough in Kentucky. Kit Carson was born in Kentucky on the day before Christmas, 1809. He was a hunter, guide, scout, and Indian fighter. Whatever he did was done well. People who knew him trusted him. Carson was a relative of Daniel Boone.

Improving a report

Copy one of the three reports. Make as many paragraphs as are needed. Use capital letters, commas, and periods where they are needed.

Reading aloud and talking together

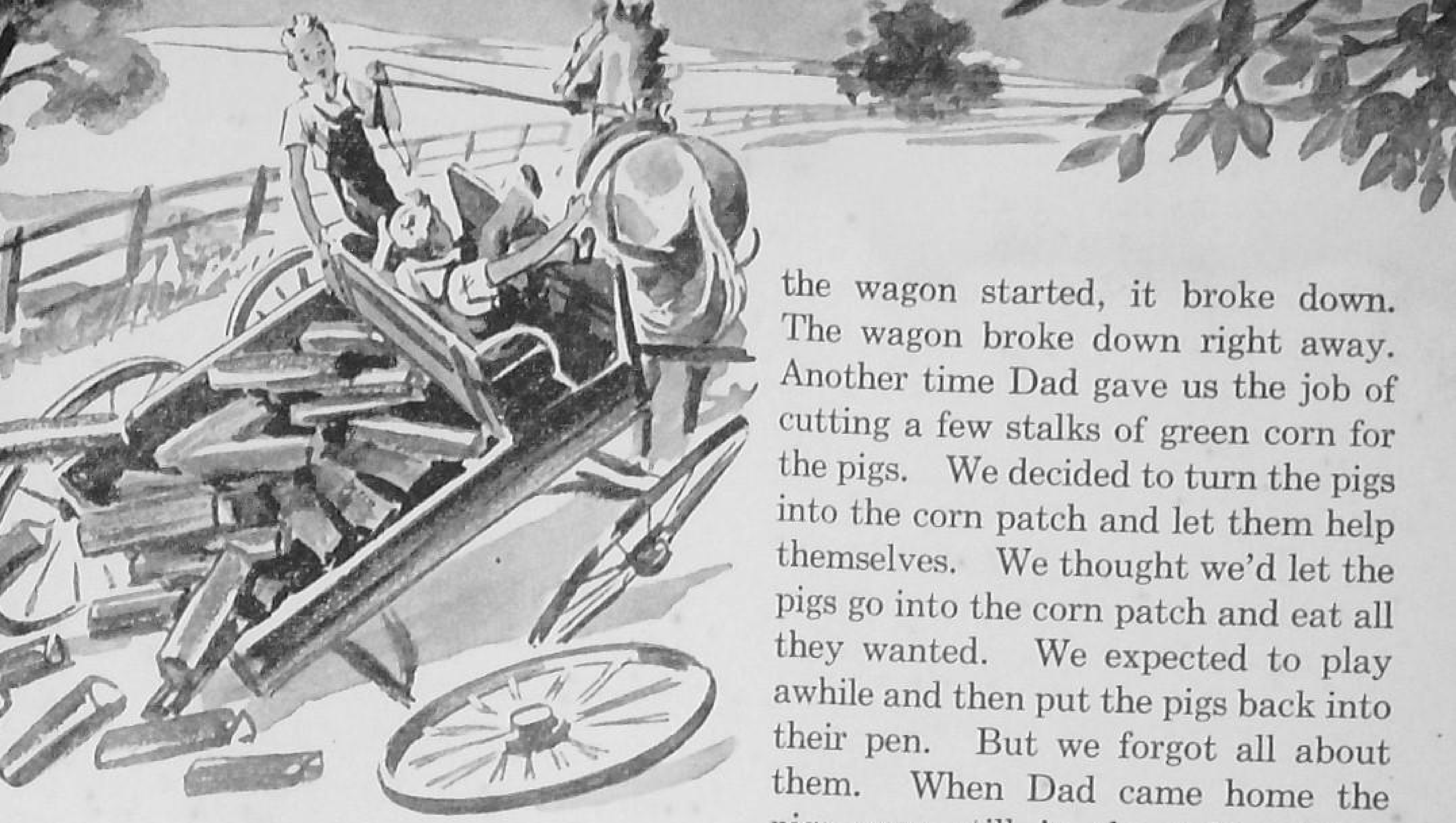
If you are asked, read aloud the report that you copied. As you read, tell where you began each paragraph. The class should decide how many paragraphs there should be in each report and where each paragraph should begin.

If you need more practice in writing paragraphs correctly, use the exercise that begins near the bottom of page 226.

4. Using What You Have Learned

To read and think about

When Bill told the following story, he made three mistakes. Use the



following questions to help you find them:

1. How many paragraphs should there be in the story? With which sentence should each paragraph begin?
2. Are there any sentences which should be taken out because they do not tell anything new?

LOOKING FOR THE EASIEST WAY

My brother and I are always getting into trouble by trying to save work. One day as Dad left for town, he told us to move a pile of wood. He said we could do it in an hour by using a wheelbarrow. Bob and I thought it would be easier to use a light wagon Dad had made for us. So we decided to do the job by using a light wagon. We hitched old Ned to the wagon and piled all the wood on it. As soon as the wagon started, it broke down. The wagon broke down right away. Another time Dad gave us the job of cutting a few stalks of green corn for the pigs. We decided to turn the pigs into the corn patch and let them help themselves. We thought we'd let the pigs go into the corn patch and eat all they wanted. We expected to play awhile and then put the pigs back into their pen. But we forgot all about them. When Dad came home the pigs were still in the field. They knocked down and wasted more corn than they ate.

Improving the story

Copy Bill's story on a clean sheet of paper.

1. Be careful to begin a new paragraph with each new topic.
2. Leave out sentences that do not tell something new about the topic.
3. Use capital letters and periods where they are needed.

Reading aloud and talking together

If you are chosen, read your story aloud. Then tell where you began each paragraph and which sentences you left out. The class should decide how Bill should have written the story.

5. Other Words to Tell What You Mean

To read and think about

Read through this story. Then for each word in italics, choose one or more words, or groups of words, from the list with the same number. Decide which word (or groups) you can use without changing greatly the meaning of any sentence. Use the picture to help you.

NOT QUITE AN EXPERT

Just (1) *now* Jim isn't making much use of his new skates. A few seconds (2) *ago* he had called out, "Look, Mother, I'm an expert!"

"Don't (3) *brag* too soon!" she (4) *warned.* She had (5) *not yet* finished speaking when one of Jim's skates struck a rough spot. The other skate shot ahead and Jim began to whirl and (6) *wobble* like a dying top. For a (7) *moment* his arms waved like windmill wings and his skates (8) *rattled* on the walk. Then up flew his feet and down he (9) *tumbled.* As he rose, looking (10) *foolish* but happy, he saw his mother's anxious look change to a smile.

Copying the story

Copy the story and put in the words that you have chosen.

Try to use capital letters and punctuation marks correctly in copying the story.

1. at this moment
   at this time
   at present
   here
2. since then
   before this
   until then
   after this
3. boast
   claim
   pretend
   guess
4. suggested
   declared
   explained
   advised
5. hardly
   never
   scarcely
   just
6. stagger
   leap
   topple
   gallop
7. second
   short time
   while
   season
   time
8. clattered
   beat a tattoo
   settled
   hopped
   slipped
9. crashed
   dropped
   flopped
   settled
   slid
10. stylish
    silly
    embarrassed
    dignified
    comfortable

Talking together

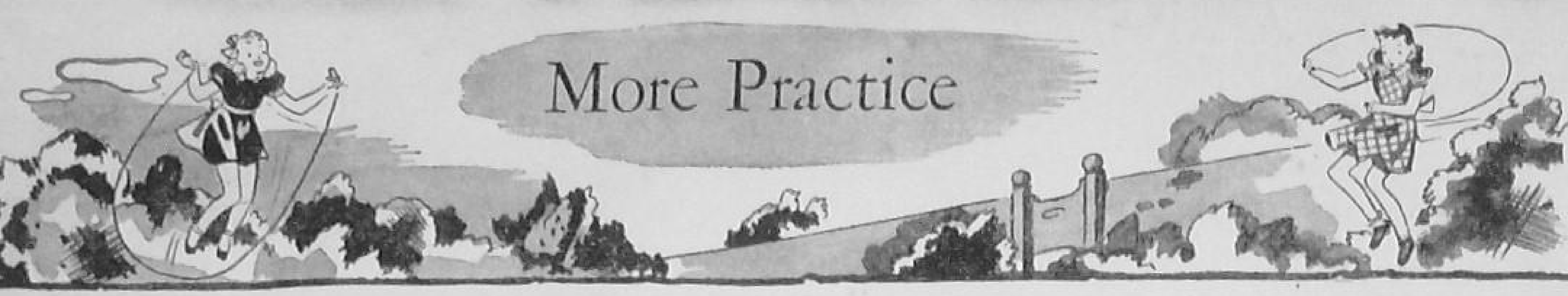
Listen carefully as someone reads his story, one sentence at a time. Help the class decide which word (or words) of each list is a good one to use in telling the story. Help decide also which words do not fit the story and why they do not fit.

Armstrong Roberts

NOT YET AN EXPERT

Thinking about the picture

What happened to Jim? Do you think he is an expert skater? Why or why not?



More Practice

I

To read and study

Find the exact words of each speaker in this story. Notice the marks that help you to tell. Notice also where they are placed.

"How slow you are!" said the Hare to the Tortoise.

"I'll run a race with you and win," answered the Tortoise.

"Very well," said the Hare.

The race started. Then the Hare said to himself, "I'll take a nap, for it won't take me long to catch up with the Tortoise."

But while the Hare was sleeping the Tortoise reached the goal.

Copying the story

As you copy the story, be sure to do these things:

1. Use quotation marks to show which words were spoken.
2. Use commas and other marks where they are needed.
3. Begin a new paragraph with each change of speaker.

Putting in the marks needed

The quotation marks and the commas have been omitted from this story. As you copy it, put in those that are needed.

Fly with me to the sun said the Cock to the Eagle after he had landed on his back.

Are you ready? asked the Eagle.

Yes answered the Cock and away they flew higher and higher.

At last the Eagle said I can go no farther.

Then the Cock spread his wings and cried Cock-a-doodle-doo!

It was his last crow for he had touched the sun. Down he fell to the city below. He landed on a church spire where he can still be seen.

Checking your paper

Did you use five pairs of quotation marks and four commas in the story?

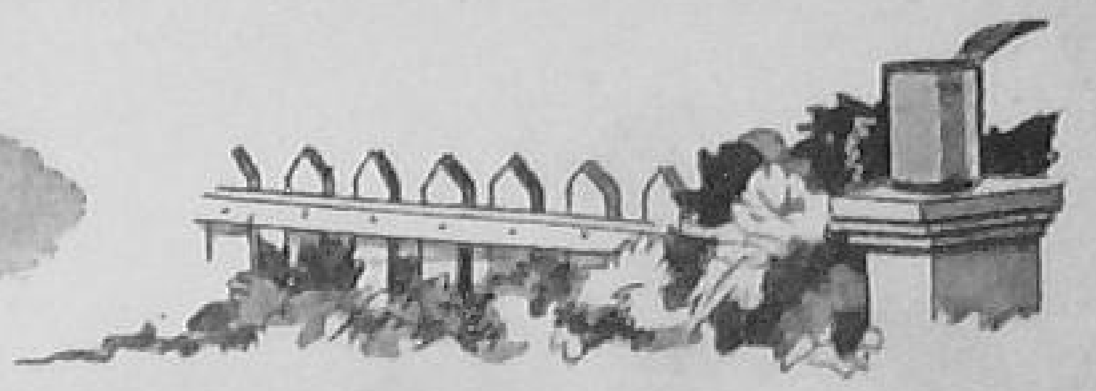
Did you begin a new paragraph for each change of speaker?

II

Writing sentences in the right order

First, decide in what order the sentences in the following paragraph should come. Then write the story as it should be written.

More Practice



A CLEVER CAT

One day we were sitting around the dining-room table when the knob on the door into the living room began to turn and rattle. I slipped quietly through another door into the living room to find out. We didn't know who it could be. There was Sunny Boy sitting on a table with his paws on the door knob trying to open the door. Sunny Boy is the brightest cat I ever had.

Writing paragraphs correctly

The following story tells things about two topics. Decide what the topics are. Then, as you copy the story, write it correctly in two paragraphs.

TWO MISTAKES

On my first visit to a farm I made two mistakes before I learned to leave young animals and fowls alone. First I tried to catch a little pig. It squealed and ran first this way and then that with me close behind it. Every time that I got my hands on the pig it slipped through them. Finally I gave up and accused Grandfather of greasing his pigs. "No," he answered, "they're just streamlined." My next mistake was in catching a baby chick. That was easy to do. I dropped my hat over it and had it in my hands in no time. But I had the old hen in my face. She rushed at me with every feather on end. I dropped the chick and ran for my life!

Checking your work

Does your copy of the first story tell things in the order in which they happened? Did you write the second story in two paragraphs? Does the second paragraph begin with the seventh sentence?

CHAPTER THIRTY

Fun with Poetry

1. Using Favorite Poems

To read and think over

Several years ago thousands of boys and girls answered these two questions:

1. What poems do you like best?
2. Why do you like them?

Below are five reasons that boys and girls of your age gave for liking a poem. Think whether any of them are reasons why you like a poem that you have heard or read.

1. I can hear and see the things that the poem talks about.
2. It tells a good story.
3. It tells something funny.
4. It makes me think of things that I have seen or done or of things that I should like to do.
5. It has words that rhyme. (This means that at the end of a line there is a word that sounds like a word at the end of another line.)

Listening and talking together

The following are three poems that boys and girls of your age chose. Listen as your teacher reads the poems. If you wish, read them silently at the same time.

After each poem is read, the class may wish to talk about it. You may tell whether you like it and why. You may ask questions about it. You may tell about other poems that you enjoy.

(1)

Boys and girls said they liked this poem because it tells something funny. Think whether you like it for that reason or for some other reason.

AN IMPETUOUS RESOLVE

When little Dickie Swope's a man,
  He's go' to be a Sailor;
An' little Hamey Tincher, he's
  A-go' to be a Tailor!
Bud Mitchell, he's a-go' to be
  A stylish Carriage-Maker;
An' when *I* grow a grea'-big man,
  I'm go' to be a Baker!

An' Dick'll buy his sailor-suit
  O'Hame; and Hame'll take it
An' buy as fine a double-rig
  As ever Bud can make it:
An' nen all three'll drive roun' fer me
  An' we'll drive off togevver,
A-slingin' pie-crust 'long the road
  Ferever an' ferever!

(2)

One reason that boys and girls liked this poem was that it has words that rhyme. The last word in the second line, *let*, rhymes with the last word in the fourth line, *pet*. Look at and listen for the ends of other lines to find out what other words rhyme.

RADIATOR LIONS

George lives in an apartment and
His mother will not let
Him keep a dog or polliwog
Or rabbit for a pet.

So he has Radiator-Lions.
(The parlor is the zoo.)
They love to fight but will not bite
Unless he tells them to.

And days when it is very cold
And he can't go outdoors
They glower and they lower and they
Crouch upon all fours.

And roar most awful roarings and
Gurgle loud and mad.
Up their noses water goeses —
THAT'S what makes them bad.

But he loves Radiator-Lions!
He's glad, although they're wild,
He hasn't dogs and polliwogs
Like any other child!

(3)

Boys and girls said they liked this poem because it makes them think of something they would like to do.

THE ANIMAL STORE

If I had a hundred dollars to spend,
Or maybe a little more,
I'd hurry as fast as my legs would go
Straight to the animal store.

I wouldn't say, "How much for this or that?" —
"What kind of dog is he?"
I'd buy as many as rolled an eye,
Or wagged a tail at me!

I'd take the hound with the drooping ears
That sits by himself alone;
Cockers and Cairns and wobbly pups
For to be my very own.

I might buy a parrot all red and green,
And the monkey I saw before,
If I had a hundred dollars to spend,
Or maybe a little more.

Making a record

Think of one or two poems that you would like to hear boys and girls in your class read. Then, when your turn comes, tell the names of the

poems as your teacher writes the names on the blackboard. Be sure that the names you give are of poems that you like and can find.

The class should choose someone to copy the list of poems that is on the blackboard. They will need the list later.

2. Reading Poems Together

Reading to yourself

Have you ever read poems aloud with other boys and girls? Perhaps you and the others in your class would like to read these two poems aloud together. Read them to yourself first.

DAISIES

At evening when I go to bed
I see the stars shine overhead;
They are the little daisies white,
That dot the meadow of the Night.

And often while I'm dreaming so,
Across the sky the moon will go;
It is a lady, sweet and fair,
Who comes to gather daisies there.

For, when at morning I arise,
There's not a star left in the skies;
She's picked them all and dropped
them down
Into the meadows of the town.

A RAIN SONG

Don't you love to lie and listen,
Listen to the rain,
With its little patter, patter,
And its tiny clatter, clatter,
And its silvery spatter, spatter,
On the roof and on the pane?

Yes, I love to lie and listen,
Listen to the rain.
It's the fairies — Pert and Plucky,
Nip and Nimble-toes and Lucky,
Trip and Thimble-nose and Tucky —
On the roof and on the pane!

That's my dream the while I listen,
Listen to the rain.
I can see them running races,
I can watch their laughing faces
At their gleeful games and graces,
On the roof and on the pane!

Reading aloud together

With the others in your class, choose one or more poems to read aloud together. Poems in this book or other poems that the class enjoy and that are not too long will do. If there are not enough copies of any poem which is chosen, someone should write it on the board.

To read a poem together, the class should first choose someone who reads well aloud to be the leader. Then, while they read together, each boy and girl should try to say each word at the same time that the leader says it. To help the class keep together, the leader may beat time.

The class may read each poem aloud together as many times as they wish.

Making plans for another day

You will remember that a list was made of poems which the class would like to hear read by different boys and girls. Choose from this list now a poem that you like and that you think you can learn to read aloud well.

Practice reading aloud at home the poem that you choose.

3. Writing a Class Poem

To read to yourself

It is fun to write poetry as well as to read it. Here are four poems that boys and girls of your age wrote.

FIRE PICTURES

I like to watch the fire
In the big fireplace.
I never seem to tire
Looking for a face.
I like to see the flames
Jump up and down and creep,
As if they're playing games —
Games of hide and seek.

IF I WERE AS SMALL AS A PINHEAD

If I were as small as a pinhead
I'd have just loads of fun,
I'd sneak under the door,
And along the floor,
And I'd scare most everyone.

MOTHER

There's one thing I try for
And that is to be
As good to my mother
As Mother is to me.
For Mother is my favorite
And she always will be.

A SAD PUMPKIN

I'm only a pumpkin and I don't see why
They should pick on me to make a pie.
My friend the turkey was killed today;
He'll be served tomorrow on a silver tray.

The corn was gathered a few days back.
I'll soon be eaten, alas, alack!
For here comes the cook with a knife for me,
And I'll bet by tomorrow a pie I'll be.

Working together

With the others in your class and your teacher, write a class poem. The poem might be somewhat like one that you have just read. For example, if the class decides to write a poem like *Fire Pictures*, the first line might be changed to a line like one of these:

1. I like to watch the stars.
2. I like to watch an airplane.
3. I like to watch the moon.
4. I like to watch the snow.
5. I like to watch the cars.
6. I like to watch the rain.

If the class want to write a poem somewhat like *If I Were As Small As a Pinhead*, the first line might be a line like one of these:

1. If I were as large as an elephant
2. If I were as quick as a tiger
3. If I were as strong as a giant
4. If I were as tall as a big giraffe

Your teacher will write each line of the poem on the board as you and your classmates tell it to her. Each boy or girl should try to tell a line for the poem or to improve lines that others give. The class should choose a title for the poem.

Copying the poem

Copy the poem on a clean sheet of paper. Do these things:

> 1. Begin the first word and every important word in the title with a capital letter.
> 2. Begin the first word in each line with a capital letter.
> 3. Put punctuation marks where you see that your teacher has placed them.

Keep your copy of the class poem. Perhaps you or the class will want to start a poetry scrapbook.

4. Reading Poems to Each Other

Reading poems aloud

Today each boy and girl may read aloud the poem that he chose in the second lesson in this chapter.

When you read, do these things:

> 1. Use a pleasant voice.
> 2. Speak clearly and correctly.
> 3. Read loud enough for everyone to hear, but not too loud.

When another boy or girl reads, listen carefully. Think why you do or do not like the poem he is reading.

After each poem is read, the class may decide to talk about it. If you wish, tell what you have to say and ask questions that you would like to have someone answer.

Talking together

1. Which poems did the class enjoy?
2. What things do different members of the class like about poetry?
3. When can the class read poems to each other again?
4. In what ways can the class improve their reading of poetry aloud?

5. Writing a Poem of Your Own

Reading to yourself

Can you write a short color poem somewhat like this one? Notice that each two lines form a *stanza*.

COLOR

What is pink? A rose is pink
By a fountain's brink.

What is red? A poppy's red
In its barley bed.

What is blue? The sky is blue
When the clouds float thro'.

What is white? A swan is white
Sailing in the light.

What is yellow? Pears are yellow,
Rich and ripe and mellow.

What is green? The grass is green
With small flowers between.

What is violet? Clouds are violet
In the summer twilight.

What is orange? Why, an orange,
Just an orange.

Here are some color poems made by boys and girls of your age. Think which you like best.

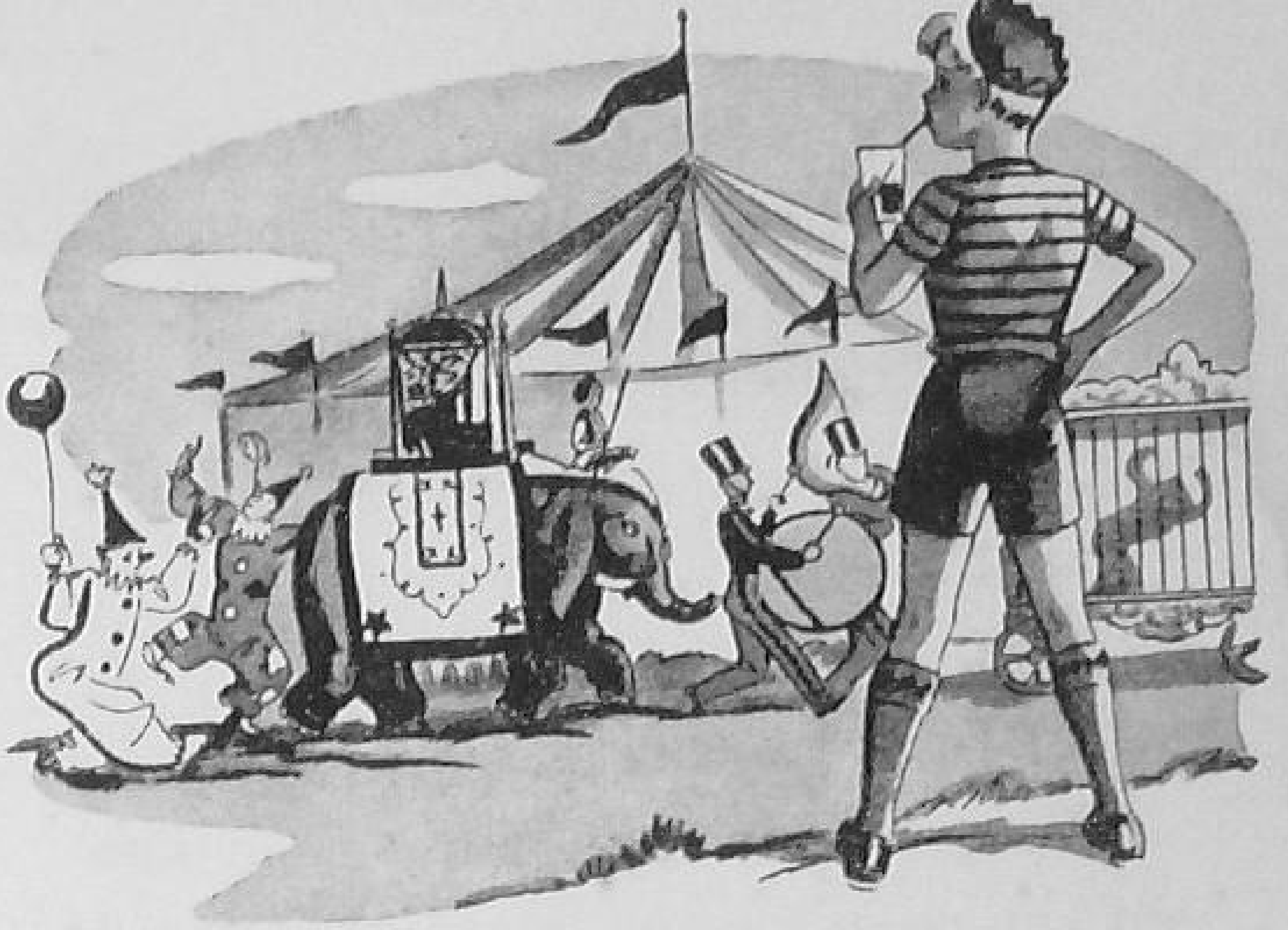
What is red? The sun is red
When it goes to bed.

What is gray? The mist is gray
When it floats across the bay.

What is green? A vine is green
As it climbs our window screen.

What is blue? A lake is blue
When the sky's reflecting through.

What is brown? The leaves are brown
When winter comes around.



What is yellow? The moon is yellow,
He's a jolly fellow.

What is pink? A drink is pink
On circus day, I think.

Writing and reading poems

Write one or more color stanzas of your own. Choose any color you like. Try to make good word pictures. Remember that the first word in each line should begin with a capital letter.

When you have a turn, read your poem aloud.

Making a class poem

When all the poems have been read, the class should choose the best stanzas for each color. Then someone should write on the blackboard all the stanzas that were chosen. This will make a class color poem.

If you wish, copy the color poem for your scrapbook. Put your own color poems in your scrapbook too.

(Note for page 74.) Sally had crawled into an open drawer and gone to sleep.

I

To read and do by yourself

Number a paper from 1 through 36. After each number write the word which should be used in the blank that has the same number in the following sentences.

Write COME *or* CAME

Has Fred _1_ yet? I hope he _2_ while I was down town.

Yes, he and Sam have _3_. They _4_ ten minutes after I _5_ home from Aunt Mary's.

Write DID *or* DONE

Have you _6_ your arithmetic problems? I _7_ mine last night. Sally _8_ hers.

Yes, I _9_ them yesterday. Bill and I _10_ ours together.

Write RAN *or* RUN

Tom and Bob _11_ down the street. They thought they had _12_ as fast as they could until the fire trucks _13_ past them. Then the boys _14_ faster than they had _15_.

Write SAW *or* SEEN

Have you _16_ Sue and Ann?

I _17_ Sue in the hall, but I haven't _18_ Ann. I _19_ Tom a few minutes ago.

I wonder if he had _20_ Ann.

Write EAT, ATE, *or* EATEN

Have you _21_ breakfast, Ann?

Yes, Mother, I _22_ an egg and toast. I _23_ some fruit too. Billy _24_ his cereal. Why haven't you _25_ yours?

Write GIVE, GAVE, *or* GIVEN

Who _26_ you the ball and the bat? Was that catcher's mitt _27_ to you?

Dad _28_ me the mitt for Christmas. Mother _29_ me the bat for my birthday. No one _30_ me the ball. I bought it.

Write WENT *or* GONE

Has Bill _31_ to school, Mrs. Cox?

Alice _32_ a half hour ago, Fred, but Bill hasn't _33_ yet. Why haven't you _34_?

I could have _35_ sooner, but I wanted to see Bill. I'm glad he hasn't _36_.

Checking your paper

Use the following rules to help you check your paper:

1. The word *come*, *done*, *run*, *seen*, *eaten*, *given*, or *gone* is used correctly with a helping word such as *has* or *have*. The word *came*, *did*, *ran*, *saw*, *ate*, *gave*, or *went* is never used with a helping word.
2. The word *ate* or *gave* is used to tell about something that has happened. Do not use *eat* or *give* when you should use *ate* or *gave*. The word *et* is never correct.

If you made any mistakes, correct them.

II

To read and think over

A sentence tells something or asks something. A group of words may look like a sentence and yet not be a sentence.

Which of the following numbered groups of words are sentences?

1. A class picnic on Friday afternoon.
2. We are going to the park.
3. The one at the other side of town.
4. Are we leaving at ten o'clock?
5. Everyone in the class is going.
6. We will have sandwiches and milk.
7. Fruit, ice cream, and lettuce.
8. Miss Blake and Miss Howe.
9. Home soon after two o'clock.
10. I hope it doesn't rain.

To do by yourself

1. Number a paper from 1 through 10. Write *Yes* after each number that stands for a group of words that is a sentence. Write *No* after each number that stands for a group of words that is not a sentence.
2. Think of words you can add to each group that is not a sentence to make a sentence. Then write your sentences and number them.

Checking your paper

1. Did you write *Yes* after 2, 4, 5, 6, and 10? Did you write *No* after 1, 3, 7, 8, and 9?
2. Ask someone to check your paper to see that each numbered group of words that you wrote is a sentence.

III

To read and do by yourself

In each of the following groups of sentences two or more sentences are run together. Sometimes a period is left out. In other places the words *and so* and *and* are put in where they are not needed. What would you do to separate those sentences?

1. Yesterday Tom and I went to the movie and on the way home we stopped at Jack's house he had gone fishing with his Dad and so we couldn't tell him about the movie.
2. Some of us boys and girls are going to have a club and so we want to build a clubhouse on the vacant lot next door. We will ask Tom's dad to help us choose the lumber and build the house.
3. Something funny happened at school today Bill locked himself in the cloakroom. Mr. Clark had to crawl through a window to open the door so that Bill could get out.

As you copy the sentences separate those that are run together.

Checking your paper

In each group of sentences on your paper, you should have three separate sentences. Did you begin each sentence with a capital letter? Did you

leave out the words between sentences? Did you put a period at the end of each sentence?

If you made mistakes, correct them.

IV

To read and do by yourself

Can you combine the ideas given in each group of sentences below to make one sentence? Leave out words you do not need, but do not leave out any of the ideas. Add any words you need, but do not add ideas.

1. Ann has a new coat. She has a new dress.
2. Yesterday Sam broke a window. He lost his ball too.
3. Sue came to the party with John. Betty came to the party with John, too.
4. There is the new store. It is the one Tom told us about. (Try using the word *that*.)
5. Mary can't go to the movie. She has to go shopping with her mother. (Try using the word *because*.)
6. The new school will have a swimming pool. It will have a flagpole. There will be a large playground.
7. Fast trains run from Chicago to New York. It takes about eighteen hours. (Try using the word *in*.)
8. Dad came home last night. He came by airplane.

For each group of sentences, write one sentence which tells all that the group of sentences tells.

Checking your paper

Ask someone to check your paper. If you made mistakes, correct them.

V

To read and do by yourself

Number a paper from 1 through 25. After each number write the word, or the group of words, which should be used in the blank that has the same number in the following sentences:

Write ISN'T *or* AREN'T

It's time to go, __1__ it? __2__ the boys ready yet? __3__ they going?

Bill, Fred and I __4__ going to the game. We __5__ through with our work yet.

Write TOOK *or* TAKEN

Who has __6__ Betty to the game?

Mrs. Cox has __7__ her in the car. Alice and Mary were __8__ in Mrs. Davis' car. Who __9__ Ann? I wish we had __10__ her.

Write WASN'T *or* WEREN'T

__11__ all the girls at the game?

No, they __12__. Ruth and Sue __13__ at school today because they __14__ able to come. The game __15__ good anyway.

Write GOOD *or* WELL

Did the teams play __16__? Did our __17__ players play as __18__ as theirs?

Both teams played __19__. Our boys played __20__ enough to win, but the game was slow.

Write DICK AND ME, DICK AND I, ME AND DICK, *or* I AND DICK

Mr. Barr stopped for 21. He took 22. 23 were glad to ride in his new car. Sam rode with 24. He sat between 25.

Checking your work

Use the following rules to help you check your paper:

1. The words *isn't* and *wasn't* are used in speaking of one person or thing.
2. The word *ain't* is never correct.
3. The words *aren't* and *weren't* are used in speaking of more than one person or thing.
4. The word *good* is used to ask or tell *what kind*. The word *well* is used to ask or tell *how*.
5. The word *taken* is used correctly with a helping word such as *has* or *have*. The word *took* is never used correctly with a helping word.
6. In speaking of another person and yourself, it is polite to mention the other person first.
7. If you do not know whether to use *I* or *me* in speaking of another person and yourself, think which word would be correct in speaking only of yourself.

If you made mistakes, correct them.

VI

To read and do by yourself

As you copy the following sentences, put punctuation marks and apostrophes where they are needed:

1. Arent you Mary and Tom going to the picnic in Mothers car
2. Yes were going with her
3. Arent the rest of the class going to walk to Turners Park
4. No theyre going in peoples cars
5. Mrs Smith will take Miss Hawes class
6. Mr A L Carl will take some in a bus
7. Ill take salad cake fruit and milk
8. Who has the class swimming suits
9. Im hungry for pie cake and chicken

Checking your paper

1. What punctuation mark belongs after each abbreviation? After each question? After each statement? After each initial?
2. How did you separate the words in each series of words?
3. Where should you put an apostrophe in a contraction?
4. What should you put after *Yes* or *No* when that word is used as the first word in a group of words that answers a question?
5. How did you show that something was owned when the owner was one person? When the owner was a group of persons? Where the name of the group ended in *s*?

If you made any mistakes, correct them.

INDEX

A, an
Practice, 173, 220
Rule, 172, 173
Test, 196
Abbreviations
Dr., 184
Mr., Mrs., 182, 184
Period in, 179, 183
Activities, class
Acting out telephone conversations, 125–126, 131
Book report file, 159
Book Report Hour, 145–146
Choral reading, 230–231
Class letter, 53–54
Class poem, 231–232
Class story, 84
Class telephone directory, 124–125
Conversations, 2, 6, 14–15
Dramatizing introductions, 14
Dramatizing telephone calls for help, 121
Game, *brought*, 18–19
Game, finding telephone numbers, 124
Game, *good, well*, 171
Game, *took, taken*, 112–113
Game, What Word Was Chosen, 8
List of rules for capitalization, 61
List of rules for punctuation, 61–62
List of rules for using the telephone, 126
List of topics for conversation, 5
Poetry record, 229–230, 231
Poetry scrapbook, 232
Reading a conversation aloud, 8–9
Reading poems to each other, 232
Reading poems together, 195–196, 230
Record, *How to Improve Our Reports*, 33, 48
Record, *Improving Our Conversation*, 7, 15
Record, *Rules for Story Telling*, 78
Record, What to Tell in a Book Report, 143–144
Record of rules for making calls for help, 120
Record of rules for punctuating a business letter, 179
Record of rules for writing a list of books, 149
Story Book, *Our Stories*, 78, 80, 94
Story Hour, 78, 79, 93–94
Alphabetical order, 44, 51, 90, 96, 148, 149
And, and so, omitting in run-together sentences, 83, 209
Apostrophe
Use of, 104–107, 117, 149–150
With contractions, 104, 150
With possessives, 105, 117, 150

Book list, making of, 148–149
Book reports
Book Report Hour, 145–146
Capital letters in, 148–153
Class file, 159
Class Record, *What To Tell in a Book Report*, 143–144
Giving one of your own, 145–146
Keeping to the point, 163
List of books, making of, 146, 148–149
Paragraphing, 163
Planning a report of your own, 144
Punctuation marks in, 148–153
Rules for, 144
Titles in, 144, 146
What they are, 142–143
Writing a report of your own, 144–145, 158–159
Writing from dictation, 153
Writing on cards, 159
Bring, brought
Practice, 21
Review, 64
Brought
Game, 18–19
Practice, 19, 38
Rule, 18
Test, 39

Can, may
Practice, 133–134, 141, 150–151, 158
Rule, 132
Test, 136–137, 203
Capitalization
Abbreviations, 182, 184
Avenue or street, 61
Dr., 184
First word of a line of poetry, 232
First word of a sentence, 182, 184
I, 182

Capitalization
Initial of a name, 182
In an address, 59, 178
In a business letter, 177–178, 184
In a closing, 178, 184
In a date, 178
In a direct quotation, 215
In a greeting, 178, 184
In a heading, 60, 61
In a signature, 178
In friendly letters, 61–62
Mr. and *Mrs.*, 182, 184
Name of a city, 61
Name of a company, 177, 178, 182, 184
Name of a day, 184
Name of a month, 184
Name of a person, 182, 184
Name of a place, 182, 184
Name of a special product, 177, 178, 182, 184
Name of a street, 61
Name of days of the week, 184
Review, 61, 182
Rules, 182, 184
Rules, making a class list, 61
School, 61
Sir, *Madam*, *Gentlemen*, 184
Test, 61–62
Titles, 32, 146, 162, 177, 178, 182
Class records
How to Improve Our Reports, 33, 48
Improving Our Conversations, 7, 15
Rules for making telephone calls for help, 120
Rules for punctuating a business letter, 179
Rules for Story Telling, 78
Rules for writing a list of books, 149
What to Tell in a Book Report, 143–144
Colon
After the greeting of a business letter, 165, 179
Come, came
Practice, 20–21, 234
Review, 15, 16, 64
Rule, 15
Test, 17–18, 24, 109–110
Comma
In an address, 59, 179, 182
In a date, 182
In a greeting, 54, 61, 62, 117
In a letter, 60, 61, 117
In a series, 103–104, 117, 151–152, 179, 183
In reports, 162
In the heading of a letter, 60, 61, 179
In the closing of a letter, 60, 61, 179
With direct quotations, 215, 216, 226
With *yes* or *no*, 178–179, 183
Composition
Choice of subject, 32, 39, 53, 54, 56, 99, 217
Keeping to the topic, 28–30, 54, 76, 80, 163
Order, 30–31, 78, 80, 217, 226–227
Paragraphing, 154–157, 163, 218–220, 221–223, 227
Telling enough, 54, 76, 189, 217
Telling important things, 186–188
Telling only what is needed, 166–168
Contractions
Apostrophes in, 104, 118
Ending in *n't*, 135, 136, 141
List of common, 105
Practice, 106, 107, 118
Conversation
Class, 2, 6, 14–15
Reading aloud, 8–9, 20–21
Record, *Improving Our Conversation*, 7, 15
Rules, 3–4, 26
Sentences in, 126–131
Speaking clearly and correctly in, 7–15
Taking part in, 1–2
Telephone, 125, 130–131
Topics, 2, 4–5, 6
Using words correctly in, 132–137, 141
Correct usage. *See* Words, using correctly

Description
Exact words in, 190–191
Improving, 189, 190–191, 192, 197, 200, 202
Planning what to write, 191–192
Reading aloud, 192, 198, 204
Rule, 186
Telling enough, 189
Telling important things, 186–188
Who Is It, 192
Words that describe something, 206–207
Writing, 192
Dictionary, use of
Alphabetical order, 42, 44, 51
Finding the meaning of words, 45, 51, 90, 92, 96, 114
Finding words (rules for), 44, 90
Guide words, 42, 44